CENDEKIA
Journal of Teacher Professional Education

THE PROBLEMS OF INDONESIAN EDUCATION IN FACING THE SOCIETY 5.0 ERA

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ABSTRACT

As a developing country, education in Indonesia still faces major challenges in adapting to the emerging era of Society 5.0, where information and communication technologies are fundamentally changing the way humans interact and work. This paper explores the main problems faced by Indonesian education in the face of these changes. This research uses a qualitative descriptive approach, namely by reviewing literature through journal articles related to the Problematics of Indonesian Education in facing the era of society 5.0, then carrying out the stages of assessment, data collection and continued with the discovery of results and conclusions. Based on the research conducted, it was found that the Indonesian education system still faces several crucial challenges, including unequal education in Indonesia, inadequate infrastructure, the digital divide between rural and urban areas, and the limited skills of educators. Considering the complexity of these challenges, strategic steps need to be taken to improve the quality of education, integrate technology effectively in the learning process, and prepare the younger generation to be an active part of Society 5.0.

keywords: Era Of Society 5.0, Indonesian Education, Educational Ploblems

A. INTRODUCTION

In the context of the rapidly transforming digital landscape that characterizes contemporary society, the notion of "Society 5.0" has emerged as a groundbreaking and forward-thinking framework that envisions a future in which technological advancements are harmoniously integrated into the fabric of human existence. Initially brought to light by the Japanese government in the year 2019, this progressive concept transcends the conventional confines of manufacturing by placing a profound emphasis on addressing pressing social issues through an intricate and profound amalgamation of both physical and virtual realms, as highlighted by the scholarly contributions of Skobelev and Borovik in 2017. This innovative paradigm is distinctly recognized for its thorough incorporation of state-of-the-art technologies, including but not limited to Artificial Intelligence (AI), colloquially referred to as kecerdasan buatan, advanced robotics, the expansive Internet of Things (IoT), and a myriad of other groundbreaking technological advancements that have substantially influenced and reshaped various dimensions of human life.

The advent of Society 5.0 has fundamentally transformed the modalities through which individuals live, engage, and interact with their surrounding environment, thereby presenting unparalleled opportunities to tackle complex societal challenges and enhance the overall quality of human life on a global scale. It is crucial to note that Society 5.0 transcends the mere realm of a futuristic ideal; rather, it represents a tangible vision that can be actualized through the concerted collaboration and unwavering commitment of

diverse stakeholders across multiple sectors. The overarching aspiration of this transformative vision is to establish a sustainable, inclusive, and human-centric society that prioritizes the well-being and empowerment of all its members. With the implementation of appropriate strategies and frameworks, Society 5.0 possesses the remarkable potential to engender significant positive transformations in the quality of human life as we move into an increasingly interconnected future.

Within the broader context of the Society 5.0 paradigm, the educational sector is progressively placing greater emphasis on the integration of digital technologies as a pivotal mechanism to enhance and optimize the learning experiences of students, thereby preparing them to adeptly confront the myriad challenges that lie ahead in an ever-evolving world. This integrative approach encompasses the deployment of advanced methodologies such as artificial intelligence, comprehensive data analysis, project-based learning initiatives, as well as interactive and collaborative pedagogical strategies that prioritize student engagement and participation. The primary objective of education within the Society 5.0 framework is to cultivate essential competencies among learners, including but not limited to digital literacy, creative problem-solving, critical analytical thinking, and effective collaboration skills, all of which are indispensable in navigating the complexities of contemporary society.

Despite the progressive strides being made in the application of the Society 5.0 educational paradigm, particularly within the Indonesian context, it is imperative to acknowledge that the practical implementation of this concept faces a multitude of challenges that may significantly impede its optimal realization. Numerous obstacles currently hinder the educational landscape in Indonesia from effectively aligning with the rapid advancements associated with the Society 5.0 model, thereby necessitating a thorough examination of the underlying issues. Consequently, this research endeavor is specifically designed to systematically identify and critically analyze the primary challenges confronting Indonesian education in the era of Society 5.0, while simultaneously proposing innovative, sustainable solutions aimed at addressing these pressing concerns in a comprehensive and impactful manner.

B. RESEARCH METHOD

This scholarly investigation employs a qualitative descriptive methodology, with the primary objective of meticulously constructing a comprehensive and multifaceted representation of a series of intricate and interrelated events, while simultaneously taking into account a multitude of perspectives and pertinent factors that may influence the outcomes. Within this framework, the pivotal role of the researcher's interpretative skills emerges as exceedingly important, as it significantly contributes to the nuanced understanding and thorough presentation of the phenomena under investigation, thereby facilitating a holistic view of the subject matter. The intricate research process encompasses several critical stages, which include the meticulous collection of relevant academic literature, a rigorous and in-depth analysis of the data that has been gathered, and the subsequent formulation of well-informed conclusions that pertain to the pressing issues surrounding Indonesian education, particularly in the context of the rapidly

evolving dynamics characteristic of the society 5.0 era. Ultimately, this comprehensive approach aspires not only to illuminate the complexities inherent in the educational landscape of Indonesia but also to contribute valuable insights that may inform future policy-making and educational practices amid the ongoing societal transformations.

C. RESULTS AND DISCUSSION
Tidak Meratanya Pendidikan Di Indonesia

According to the data that was publicly unveiled by the Central Statistics Agency, also known as BPS, in the month of March in the year 2023, it has become increasingly evident that the phenomenon of educational inequality persists at alarming levels in both urban and rural areas throughout the nation. Specifically, it has been determined that approximately 5.11% of the population who are aged 15 years and older either have not attended school at any point in their lives or have never been enrolled in any educational institution whatsoever, while a further 12.39% of this same demographic group failed to complete their elementary education. Moreover, when focusing on urban regions, the data reveals that a notably lower proportion of individuals, precisely 1.93%, have never attended school, while 6.62% of the urban population falls into the category of those who have not completed their elementary education. In stark contrast to these urban statistics, it is observed that around 49.16% of the population who are aged 15 years and above in urban areas have successfully completed their secondary education or high school, whereas the corresponding figure for rural areas stands at a significantly lower 27.98%, indicating a troubling disparity that highlights the fact that 31.13% of the rural populace has only achieved an education level equivalent to that of elementary school.

Therefore, it can be inferred that educational inequality within the context of Indonesia is a multifaceted issue that is influenced by a myriad of interconnected factors that cannot be overlooked. One of the predominant causes contributing to this alarming situation is the noticeable absence of effective coordination between the central government and regional authorities, which has proven to be a significant obstacle in addressing these disparities. The limitations that exist in terms of communication and collaboration between these two governmental tiers serve to disrupt the vital flow of information and the management of natural resources, particularly in underdeveloped regions that are in dire need of enhanced educational infrastructure and support.

The ramifications of this lack of coordination often manifest in the form of educational policies and programs that are inadequately disseminated and communicated to the residents of remote areas, leaving them in a state of educational deprivation. In the absence of sufficient guidance and support from the central government, local government entities frequently encounter considerable challenges when it comes to the implementation of educational initiatives and programs tailored to meet the specific needs of their communities. Furthermore, the deficiencies in communication impede the effective exchange of crucial information that is essential for informed decision-making processes at the local level.

Beyond the challenges posed by coordination issues between central and regional governments, it is important to note that the educational institutions themselves also fall

short in their capacity to support the educational needs of students, particularly in underprivileged areas. The distribution of educational resources is hindered by ineffective oversight and regulation from both central and regional authorities, resulting in a scenario where many educational institutions located in remote regions are severely lacking in qualified teachers and personnel. The educators who do work in these isolated areas often find themselves without adequate training, as well as lacking the necessary facilities and resources that would enable them to carry out their teaching responsibilities in a competent manner.

Consequently, many of these underdeveloped regions grapple with the pressing issue of insufficient educational facilities, which further exacerbates the challenges students face in accessing quality education. This dire situation is compounded by the economic hardships prevalent in numerous remote areas, where families struggle to afford essential educational necessities such as textbooks, uniforms, and transportation to and from school. This reality undoubtedly has a detrimental effect on the overall quality of education that students are able to receive, as the lack of these critical resources hampers their ability to engage fully in their educational pursuits. The compounded economic difficulties experienced by many families in these rural locales further limit their capacity to provide their children with the additional educational materials and support they require, thereby perpetuating a cycle of educational disadvantage that is difficult to escape.

Indonesia is currently experiencing a pronounced disparity in educational opportunities, which can be primarily attributed to various geographical factors that influence accessibility and resource allocation. The nation is characterized by complex and challenging geographical features, including expansive mountain ranges and remote island clusters, which render numerous locations exceedingly difficult to access for educational purposes. Consequently, this inaccessibility severely hampers effective governmental oversight and the equitable distribution of educational resources across the archipelago. Furthermore, the challenging conditions inherent to these regions discourage a significant number of qualified educators from seeking assignments in these hard-to-reach areas, thereby exacerbating the already critical shortage of proficient teaching personnel available to impart knowledge to students in need.

In addition to geographical challenges, social and cultural dynamics also significantly contribute to the prevailing educational inequality, further complicating the situation. In certain locales, the attitudes and beliefs held by parents may reflect a diminished emphasis on the necessity of formal education, which often stems from longstanding traditions and a pervasive lack of awareness regarding the pivotal role that education plays in securing a prosperous future for their children. Moreover, in some communities, the immediate financial needs of the family may take precedence over the educational aspirations of the younger generation, leading parents to prioritize their children's participation in the workforce rather than encouraging their pursuit of academic achievement.

As a result, the educational gap that exists within Indonesia emerges as a multifaceted issue, intricately woven from numerous interrelated factors that collectively intensify the

challenges faced by the education system. This complex web of causation includes inadequate coordination and communication between the central government and local authorities, insufficient backing and resources from educational institutions, a scarcity of educational facilities, and the adverse economic conditions that many families endure. Additionally, the geographical obstacles inherent to the nation, coupled with social and cultural factors, further contribute to this persistent educational inequality. If these critical issues are not addressed with urgency and efficacy, it is highly likely that the education gap in Indonesia will persist, ultimately hindering the nation's overall progress and development trajectory in the years to come.

Inadequate Infrastructure

The inadequacy of educational infrastructure represents a critical and multifaceted challenge within the context of Indonesia, one that possesses the potential to significantly influence and adversely affect the overall quality and effectiveness of the educational experience provided to its populace. At its core, educational infrastructure encompasses a wide array of physical facilities and essential infrastructure components, which collectively serve as the fundamental backbone that underpins the entire educational process and system. Furthermore, the challenges associated with educational infrastructure are not limited to merely the absence of adequate physical structures, but they also include a plethora of issues related to the quality and suitability of these facilities, which are indispensable elements in facilitating and supporting the intricate learning process that students undergo.

The provision of adequate infrastructure is of paramount importance for the establishment of an effective, safe, and conducive learning environment that benefits both students and teachers alike, thereby fostering a more productive educational atmosphere. A conducive learning environment is vital because it ensures that the educational process can proceed in a smooth, efficient, and uninterrupted manner, enabling optimal learning outcomes. In situations where the infrastructure is found to be lacking or insufficient, the essential teaching and learning processes may face significant hindrances, which can ultimately lead to a noticeable decline in the motivation levels of both students and teachers, consequently diminishing the overall effectiveness and impact of the education being delivered.

Moreover, the caliber of educational infrastructure exerts a direct influence on the safety, comfort, and tranquility experienced by every individual engaged in the learning process, making it a critical factor in the educational equation. When the infrastructure and facilities are of high quality, they serve to enhance comfort and foster a sense of security, thereby encouraging students to actively engage and participate in their educational endeavors. Consequently, it becomes evident that investment in educational infrastructure transcends the mere provision of physical facilities; it also encompasses the creation of a nurturing environment that empowers students to strive for and achieve the highest possible academic outcomes, ultimately contributing to their overall development and success.

Some of the challenges that educational institutions frequently encounter encompass a range of critical issues that can significantly impact the overall effectiveness of the learning environment, and these problems can manifest in various forms:

1. Availability of adequate classrooms Within the context of educational environments, one of the predominant challenges that often arises is the insufficiency of classrooms that are adequately equipped to facilitate the intricate learning process. The presence of sufficient classroom spaces is paramount for fostering an ideal and conducive atmosphere that is conducive to effective learning, which ultimately enhances the educational experience for all students involved. When classrooms are either too small or insufficient in number, it can result in an overcrowding situation where the number of students exceeds the designed capacity of the space, thereby creating an uncomfortable learning environment. Such overcrowding can lead to heightened levels of discomfort among students, potentially impeding their ability to engage fully with the material being taught, and concurrently hindering the quality of interaction that takes place between teachers and students.

2. Condition of the building that is decent and safe The overall physical condition of the school building plays a pivotal role in ensuring not only the safety but also the comfort of every single student who walks through its doors on a daily basis. A school building that is damaged or deemed uninhabitable can present a multitude of risks, including injuries or accidents that may endanger both students and staff alike. Furthermore, the state of the building has profound implications for the teaching and learning processes, as various issues such as water leaks during inclement weather or inadequate ventilation can disrupt the flow of instruction and the overall educational experience. This is a particularly pressing concern in many remote areas of Indonesia, where the challenges associated with maintaining safe and decent educational facilities continue to persist and affect student outcomes significantly.

3. Adequate sanitation facilities Maintaining a clean and healthy school environment is of utmost importance, particularly when it comes to ensuring that adequate sanitation facilities, including toilets and access to clean water, are available for all students. The presence of poor sanitation can lead to the rapid spread of diseases within the student population, which in turn can lead to decreased attendance rates and a subsequent decline in overall academic performance. Additionally, the provision of adequate sanitation facilities is particularly critical for the comfort and well-being of female students, who often require specialized facilities to meet their unique needs. Despite the recognition of this need, there are still numerous schools that struggle with inadequate sanitation facilities, which presents a significant barrier to achieving a healthy and conducive learning environment.

4. Access to advanced learning technology and equipment In the contemporary era characterized by the advent of Society 5.0, it has become increasingly essential for educational institutions to provide access to advanced learning tools and

technology that can enhance the educational experience. The utilization of technologies such as computers, projectors, and reliable internet connectivity serves to make the learning process more interactive and effective, thereby promoting higher levels of engagement among students. Conversely, the absence of such technological resources can place both teachers and students at a disadvantage, as they may find themselves unable to leverage more advanced and effective educational resources that are integral to modern learning environments.

5. Maintenance and care of infrastructure To ensure that educational facilities remain sustainable and functional over time, it is critically important that regular maintenance and care are prioritized as part of the institutional framework. Should maintenance not be performed adequately, the infrastructure may quickly decline into a state of disrepair, resulting in significant costs associated with necessary repairs and replacements. This issue is particularly pronounced in remote or hard-to-reach areas, where resources are often limited, and the logistics involved in maintaining infrastructure can present formidable challenges. In such contexts, the availability of funding and logistical support becomes a major obstacle that can impede efforts to keep educational infrastructure in optimal condition, ultimately affecting the quality of education that students receive.

The Digital Divide Between Rural and Urban Areas

In the contemporary context of Society 5.0, which characterizes the current phase of societal development, the acquisition and dissemination of digital knowledge have emerged as the paramount focus within the educational landscape, primarily due to the increasingly symbiotic relationship that humans share with advanced technological systems and innovations. Nevertheless, within the vast archipelago of Indonesia, there persists a notably pronounced digital divide that starkly contrasts the experiences of individuals residing in urban locales with those inhabiting rural territories, highlighting significant disparities in access to digital resources and educational opportunities. The structural limitations imposed by inadequate telecommunication infrastructure, coupled with the pervasive absence of essential technological devices, represent formidable challenges that obstruct the effective implementation of digital learning methodologies, thereby creating a pronounced chasm between these two distinct regions.

While the inherent potential of technology to enhance educational quality is indeed substantial, the persistent digital divide continues to impede the realization of the full spectrum of benefits that technological advancements could offer to the educational sector in Indonesia. Typically, urban areas, along with their associated advanced educational institutions, enjoy markedly superior access to technological resources and facilities, whereas rural communities and economically disadvantaged groups frequently encounter significant deficiencies in infrastructure and essential resources necessary for effective learning. The predominant barriers to the seamless integration of technology within these underserved regions often manifest as limited internet connectivity, a critical shortage of computers, insufficient training opportunities for educators, as well as the complexities arising from cultural and linguistic diversity that permeate these communities.

This multifaceted situation illustrates that the digital divide in Indonesia encompasses not merely the physical accessibility of technological tools but also extends to include crucial cultural and linguistic dimensions that must be rigorously addressed in any comprehensive initiatives aimed at enhancing the overall accessibility and effectiveness of digital education. Furthermore, the rich tapestry of diverse cultures and languages that characterizes Indonesia plays a significant role in shaping the contours of the digital divide, as the pressing need for localized content and the challenges posed by language barriers can exacerbate the inequalities in access to digital educational resources, particularly in areas where local languages continue to dominate communication and education. This reality underscores the imperative that the digital divide transcends mere physical limitations in technology access and encompasses vital cultural and linguistic considerations, which are essential to be acknowledged in the concerted efforts to ameliorate the accessibility of digital education throughout the Indonesian archipelago.

Limitations of Educators' Skills

According to the Research on Improving Systems of Education (RISE), a significant majority, specifically more than fifty percent of educators operating within the Indonesian educational landscape, are classified as civil servants, which in turn establishes the pivotal role of teachers as the central focus within the broader educational framework. Nonetheless, it is imperative to acknowledge that the caliber of teachers frequently falls short of the established and anticipated standards that are deemed necessary for effective teaching and learning. This unfortunate situation presents a formidable challenge in discerning the distinction between educators who possess a sincere and genuine motivation to impart knowledge and those individuals who are primarily motivated by the desire to secure a stable position as government employees. Ideally, an educator should not only possess the requisite academic qualifications but also demonstrate the necessary competencies to function effectively as a learning facilitator; however, the stark reality often reveals significant discrepancies in this regard. A considerable number of teachers lack the adequate competence essential for fostering an effective teaching and learning environment, which further complicates the educational landscape.

In the discourse surrounding the quality of teachers, it is essential to identify and elaborate upon four core competencies that every educator must inherently possess, which include pedagogical, personal, social, and professional competencies. Pedagogical competence fundamentally encapsulates the capacity to design, implement, and rigorously evaluate learning processes that are deemed effective and conducive to student engagement. Personal competence, on the other hand, encompasses the attitudes and behaviors that reflect a teacher's maturity, emotional stability, and overall preparedness for the teaching profession. Social competence pertains to an educator's ability to communicate effectively and engage in meaningful interactions with students, parents, and fellow colleagues within the educational institution. In contrast, professional competence signifies the comprehensive knowledge and skills that pertain to the specific subject matter being taught, alongside a commitment to continuous improvement of one's competencies through ongoing professional development initiatives.

However, the current reality in Indonesia reveals a disconcerting prevalence of teachers who fail to meet the established criteria across these four essential components. A notable number of educators frequently arrive late to their classes, attend sessions without adequately explaining the learning material, assign tasks to students without providing necessary guidance, or even remain silent during class discussions, thereby failing to make any significant contribution to the teaching and learning process. This troubling phenomenon directly affects the overall quality of education within Indonesia, which is often perceived to be subpar. As a consequence, students are deprived of an optimal learning experience, which significantly hinders their academic growth and the development of essential skills necessary for their future endeavors.

As a fundamental pillar within the education system, the role of a teacher is undeniably crucial and irreplaceable. The overall quality of education experienced within a country is profoundly influenced by the quality standards maintained by each individual teacher. Thus, it follows that the prevalent low quality of education is frequently correlated with the inadequate quality of teachers present within the system. Moreover, the quality of educators directly impacts students' academic achievements and their character development over time. When a teacher exemplifies a high level of professionalism and dedication to their craft, it invariably influences their students' academic performance in a positive manner. Students who are fortunate enough to be taught by a competent and committed teacher often demonstrate a superior understanding of the subject matter, exhibit higher levels of motivation to learn, and consequently achieve better academic results. Conversely, in situations where a teacher is lacking in professionalism and fails to execute their responsibilities effectively, it can lead to detrimental effects on the students' overall performance and engagement. In such cases, students may experience a decline in motivation, encounter difficulties in grasping the material being taught, and ultimately face the prospect of receiving low grades as a result of the inadequate instructional quality they receive.

In parallel, the overall well-being of educators emerges as a pivotal element that significantly influences the caliber of instructional practices employed by teachers within educational settings. This well-being can be comprehensively examined through multiple dimensions, which encompass both material and non-material considerations that contribute to the holistic experience of teaching professionals. The material dimensions encompass essential factors such as a reasonable and competitive salary, various allowances that acknowledge the demands of the profession, and the provision of supportive facilities that include an ergonomically designed workspace and sufficient teaching resources that facilitate effective pedagogy. On the other hand, the non-material dimensions consist of critical elements such as the appreciation and recognition of teachers' efforts, the availability of opportunities for personal and professional development, as well as the presence of a conducive and supportive work environment that fosters collaboration and innovation among educators.

It is evident that educators who perceive themselves as valued and who receive both financial and non-financial support are likely to exhibit heightened motivation, thereby striving to deliver their utmost in the teaching and learning process. Consequently, the

well-being of teachers establishes a direct and reciprocal relationship with the overall quality of teaching and, by extension, the academic achievements of students. Teachers who are both well-supported and motivated demonstrate an increased enthusiasm for their instructional responsibilities, thereby cultivating a pleasant and conducive learning atmosphere that actively encourages students to realize their full potential and capabilities.

In summary, any comprehensive initiatives aimed at enhancing the quality of education in Indonesia must necessarily incorporate improvements across a multitude of factors that are intrinsically linked to the teaching profession. It is imperative that government entities, alongside other relevant stakeholders, take proactive measures to ensure that educators possess the requisite qualifications and competencies, as well as receive adequate support and welfare provisions that are essential for their professional success. Furthermore, there is a pressing need for the establishment of an effective evaluation and supervisory framework designed to guarantee that educators fulfill their responsibilities with a high degree of professionalism and integrity. Therefore, it is anticipated that through these concerted efforts, the overall quality of education in Indonesia will experience significant enhancement, culminating in the emergence of a young generation that is not only intelligent and competent but also thoroughly prepared to confront the challenges that lie ahead in an increasingly complex world.

The High Cost of Education

The high cost of education has become a common problem in Indonesia. The reality that the higher the level of education, the greater the costs that must be incurred, is something that cannot be denied. This phenomenon requires serious attention from the government, as its impact is felt by many people. Many parents struggle to finance their children's education, making access to quality education limited. Therefore, government intervention is essential to ensure that all layers of society can enjoy quality education without being burdened by high costs.

The high cost of education has become a heavy burden for Indonesian society, especially for the lower middle class. This burden is increasingly felt in the era of Society 5.0 education, where technology such as mobile phones, laptops, and internet access have become essential needs in the learning process. Not everyone can afford this technology, so many families have to choose between meeting their basic daily needs and buying educational technology. This not only affects the quality of children's education but also exacerbates socio-economic inequality. Government support and intervention are essential so that all children have equal access to quality education without having to sacrifice other basic needs.

This situation causes many people to choose not to send their children to school because of the high costs. In fact, some children who are very eager to go to school are forced to give up their intentions due to financial issues. This condition must be taken seriously because the high cost of education can widen the gap in the education system in Indonesia. This affects access to education and has a negative impact on various aspects of community life. Children who do not receive a proper education will face difficulties in

obtaining good jobs in the future, exacerbating poverty and social inequality. The lack of education can also affect the quality of human resources in Indonesia, hindering the nation's progress. Therefore, efforts to reduce the cost of education and improve its accessibility need to be prioritized so that all layers of society can enjoy quality education without being hindered by high costs.

The high cost of education not only affects access to education but can also widen the social and economic gap in society. Children from low-income families may not be able to continue their education to higher levels, thus limiting their opportunities to obtain better jobs and improve their standard of living. As a result, this issue can create a cycle of poverty that is difficult to overcome, where the next generation also experiences limited access to education, exacerbating the existing inequality.

The impact of the high cost of education is not only felt by individuals or families but also by society as a whole. The lack of equitable access to education will hinder the development of quality human resources, which in turn will reduce the nation's productivity and competitiveness on the global stage. Moreover, the increasing socio-economic inequality can trigger various other social problems, such as rising crime rates and social instability. Therefore, intervention from the government and related parties is very much needed to address this issue. The government needs to ensure that quality education is accessible to all layers of society without the burden of high costs, through policies that support education subsidies, scholarships, and other supporting facilities. Thus, we can create a more just and prosperous society and break the long-standing cycle of poverty.

In a more expansive examination of the issue at hand, it becomes increasingly evident that the exorbitant costs associated with education exert a profound and multifaceted influence on the mental and emotional well-being of children and adolescents. The relentless pressure to excel academically, particularly in the face of substantial financial limitations, can culminate in a range of detrimental psychological outcomes, including heightened levels of stress, pervasive anxiety, and even severe depression. Furthermore, children who find themselves compelled to abandon their educational pursuits due to insurmountable financial burdens may experience feelings of hopelessness and a diminished sense of self-worth, which can critically undermine their overall psychological development and growth. This adverse psychological effect extends beyond the individual, reverberating through their respective families and broader communities, thereby creating a complex web of emotional repercussions. This particular condition fosters an environment in which children and teenagers are acutely aware of the expectations placed upon them, which often far exceed the financial capabilities of their families, thus exacerbating feelings of inadequacy and pressure.

Moreover, the psychological ramifications of the high cost of education are palpably experienced by families, particularly parents who find themselves unable to finance their children's educational aspirations. Such parents frequently grapple with overwhelming feelings of guilt and frustration regarding their perceived inability to provide for their offspring, which can introduce significant strain into family dynamics and create an atmosphere of emotional tension within the household. In addition to these familial

impacts, it is crucial to recognize that communities characterized by a high prevalence of individuals who are deprived of access to quality educational opportunities are likely to confront a myriad of complex social challenges. These challenges often manifest in troubling phenomena, including increased rates of juvenile delinquency and diminished levels of participation in community events and activities. This pressing issue underscores the imperative need for a comprehensive and holistic approach to intervention, one that necessitates the active involvement of both governmental bodies and societal institutions in addressing the critical issue of educational costs.

Among the essential measures that ought to be implemented are the provision of financial assistance, the establishment of scholarships, and the development of mental health support programs specifically designed for students hailing from economically disadvantaged backgrounds, as these initiatives represent crucial steps toward alleviating the psychological burdens with which they are confronted. Furthermore, it is incumbent upon educational institutions to ensure the availability of adequate counseling services that can effectively assist students in navigating the pressures and anxieties that are often intrinsically linked to financial challenges. By proactively addressing the psychological consequences associated with the surging costs of education, we can significantly enhance the mental and emotional health of children and adolescents, while simultaneously fortifying the social fabric of our communities. The establishment of affordable educational pathways, coupled with robust mental health support systems, is instrumental in cultivating a generation of individuals who are not only healthy and empowered but also fully equipped to contribute positively to the developmental trajectory of the nation.

In summation, the formidable challenge posed by the high cost of education engenders a myriad of interconnected adverse effects, manifesting in socio-economic disparities, diminished workforce competitiveness, social instability, and a plethora of mental health issues. The socio-economic divide that emerges as a direct consequence of these prohibitive educational expenses systematically obstructs children from underprivileged backgrounds from accessing higher education, thereby severely curtailing their opportunities to attain gainful employment and secure a better future. This systemic limitation exacerbates existing inequalities and diminishes the overall competitiveness of the Indonesian workforce within the increasingly competitive global market landscape. Furthermore, the inability to attain quality educational experiences serves to catalyze social unrest, as individuals who feel marginalized and disenfranchised begin to perceive a stark disparity in their opportunities for success, ultimately leading to heightened levels of dissatisfaction and social tension. The ramifications of this situation are far-reaching, encompassing an increase in criminal activity and broader societal instability, which ultimately inflicts harm upon all segments of the population.

Mental health challenges represent a critical area of concern that warrants significant attention and discourse within the broader societal framework. The incessant pressure to excel academically, particularly in the face of severe financial constraints, can lead to a myriad of psychological issues such as stress, anxiety, and depression, particularly among vulnerable demographics including children and adolescents. When young individuals are compelled to abandon their educational pursuits due to prohibitive costs, they may

experience feelings of hopelessness and worthlessness, which can severely hinder their psychological growth and development, potentially leading to long-lasting adverse effects on their overall well-being and mental health. Consequently, it becomes imperative for various stakeholders, including government entities, societal organizations, and private sector partners, to actively seek and implement effective solutions to ameliorate this pressing issue.

The government bears the responsibility of undertaking tangible and concerted efforts aimed at alleviating the financial burdens associated with education; this could manifest in various forms, such as augmenting funding allocated to educational initiatives, offering financial subsidies to needy families, and broadening the scope of scholarship programs designed to assist those in dire need. Additionally, it is crucial for the community to engage proactively in supporting educational endeavors through grassroots initiatives and collaborative efforts with educational institutions, thereby fostering a supportive environment conducive to learning. The private sector, too, plays a vital role in this ecosystem by investing in educational programs, which may take the form of strategic partnerships with schools and universities or by providing valuable training and internship opportunities that can enhance the educational experience for students.

To ensure that high-quality education is accessible to all segments of the population, irrespective of socio-economic status, it is essential to cultivate a spirit of close collaboration and cooperation among these diverse parties. By doing so, we can endeavor to establish a more inclusive and equitable educational framework that not only elevates the standard of human capital but also fortifies the social and economic stability of the nation as a whole. It is only through the concerted and collaborative efforts of all stakeholders that we can guarantee that every child in Indonesia is afforded equitable opportunities to realize their potential and achieve a prosperous future. Furthermore, communities characterized by a significant proportion of individuals lacking access to quality education are often confronted with a plethora of intricate social challenges, which may include heightened rates of juvenile delinquency and diminished participation in community-driven activities.

This particular concern underscores the critical necessity for a comprehensive and holistic approach from both governmental authorities and societal organizations to effectively tackle the multifaceted issue of educational affordability. Implementing measures such as providing financial assistance, extending scholarship opportunities, and establishing mental health support programs for students hailing from low-income backgrounds represents a pivotal step towards alleviating the psychological burdens they frequently confront. Moreover, educational institutions must prioritize the provision of adequate counseling services that are designed to assist students in managing the pressures and anxieties that often accompany financial constraints. By proactively addressing the psychological ramifications associated with exorbitant educational costs, we can not only enhance the mental and emotional well-being of the youth but also reinforce the social fabric of our communities. The availability of affordable education, coupled with robust mental health support, serves as a cornerstone for cultivating a

healthy, empowered, and engaged generation that is well-equipped to contribute meaningfully to the nation's progress and development.

In summation, the exorbitant costs associated with education engender a multitude of interconnected negative ramifications, which encompass socio-economic disparities, diminished competitiveness within the workforce, social instability, and prevalent mental health concerns. The socio-economic divide that emerges as a consequence of high educational expenses effectively restricts children from economically disadvantaged families from pursuing higher education, thereby severely curtailing their prospects of securing gainful employment and achieving financial stability. This perpetuates a cycle of inequality and significantly diminishes the overall competitiveness of the Indonesian workforce within the increasingly competitive global marketplace. Furthermore, the inability to access high-quality educational opportunities can serve as a catalyst for social unrest, as a significant number of individuals may feel marginalized and deprived of equal chances for success, ultimately leading to heightened levels of dissatisfaction and social tension. The repercussions of this phenomenon can manifest in various forms, including escalated crime rates and broader societal instability, which ultimately detrimentally impacts all members of the community.

D. CONCLUSION

The concept known as Society 5.0 was initially introduced and put forth by the Japanese government as a visionary framework in the year 2019, aiming to integrate advanced technologies into various aspects of society. Within the context of the Society 5.0 paradigm, education is increasingly focused on the strategic incorporation of digital technologies, which are intended to significantly enhance the learning experiences of students, while simultaneously equipping them with the essential skills necessary to navigate and confront the multifaceted challenges that society is expected to present in the foreseeable future. As a nation that is still in the process of development, Indonesia continues to grapple with significant obstacles that impede its capacity to effectively adapt its educational framework to align with the demands of the Society 5.0 era.

The educational system in Indonesia is beleaguered by several critical issues, including but not limited to the uneven distribution of educational resources across the various regions of the country, insufficient infrastructure to support modern educational practices, a pronounced digital divide that exists between urban centers and rural areas, along with a shortage of adequately skilled teachers and the burdensome cost of education that remains inaccessible for many. Given the gravity of these challenges, it becomes increasingly evident that there is a pressing need for heightened attention and intervention from the government regarding the state of education in Indonesia. This is of paramount importance as education serves as a fundamental cornerstone in the development of high-quality human resources, which are vital for the nation's growth and advancement.

The availability of superior, well-trained human resources is fundamentally essential for Indonesia to attain a level of global competitiveness that is commensurate with its

aspirations and potential. Addressing the educational challenges that currently beset Indonesia necessitates a concerted and coordinated effort that involves not only the government but also educational institutions, the broader community, and the private sector, all working collaboratively. Such cross-sector collaboration is of utmost importance, as it lays the groundwork for the development of comprehensive and sustainable solutions that can begin with improving access to quality education, enhancing the overall quality of teaching, and ensuring the provision of adequate educational facilities and services. By fostering the involvement of all relevant stakeholders, we can create a conducive and supportive environment that is conducive to the advancement and improvement of education in Indonesia, ultimately leading to a more informed and capable society.

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