Developing Students' Essential Skills in Preparation for Society 5.0

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ABSTRAK

Ageing society has caused some health and social problems in Japan. Therefore, to tackle current problems and to prevent future issues, Japan has initiated a human-centred transformation, i.e. Society 5.0 which will not be only experienced in the country but also worldwide. This change requires everyone, especially young generation to prepare themselves to survive and even to lead it. There is a set of skills students should master to achieve those goals i.e. communication, leadership, reading comprehension, and curiosity. This paper aims at describing methods to develop those skills in elementary school students. The conclusion states that some methods are actually complementary to each other, which means that they can be interchangeably implemented in school setting.

I. Introduction

In some parts of the world, the percentage of older people compared to productive people has increased tremendously. Table 1 illustrates ten countries with most percentage of people age 65 or over. Japan has the oldest population. the highlights of World Population Prospect 2019 states "with life expectancy at birth above 84 years in 2019, Japan and the Hong Kong and Macao special administrative regions of China are the world's longest-lived countries or areas." Despite not making it to the top ten, China has been concerned about its ageing population as the phenomenon rise health and social care problems. A recent article in The Jakarta Post highlighted the need of new policies to tackle the issues, i.e. replacing birth suppressing programs with population growth programs.

Countries	Percentage aged 65 years or over
Japan	28,0
Italy	23,0
Portugal	22,4
Finland	22,1
Greece	21,9

Germany	21,6
Bulgaria	21,3
Croatia	20,9
Malta	20,8
France	20,4

Table 1 Top 10 Countries with Ageing Population

According to the highlights of World Population Ageing 2019, "Japan is the most aged country in the world and will continue to hold this lead by 2050." The prospect of remaining the most aged country, which can lead to significant social problems, forces Japan to seek a solution. The Japanese government initiated the so-called Society 5.0. "In anticipation of global trends, the 5th Science and Technology Basic Plan, adopted by the Japanese Cabinet in January 2016, presented Society 5.0 as a core concept" (Harayama, 2017). Japan has changed its strategy to tackle the ageing-population-driven social issues by incorporating a human-centred approach. This approach aims at creating an inclusive society where prosperity is accessible to everyone, no matter what their ages, genders, locations, and languages are (Richter, 2018).

There has been some attempt to describe what society 5.0 will look like. Japanese Government (Japan Government, 2018) tries to help people picture it by comparing what the current society has been experiencing with the ease people will have in the future after the transformation. For example, in the past and present, people have to go to different places to get different health treatments. In society 5.0, all medical data is shared within hospitals and clinics across the countries, which will enable access to more efficient health care service. Some of the services can even be obtained from the comfort of patients' home, including heart rate measurement. There has been a scarcity in public transportation in rural area, especially with less labour as drivers. In the future, elderly people will be transported to anywhere they need by driverless cars. In the present time, human force is still used in delivery service, while in the future, drones will take over the job. To reduce the risk of worker accidents and decrease the cost for maintaining and inspecting infrastructure work, robots will be employed to do the job. This will result in more efficiency and productivity. In fintech sector, currently, we still use

cash and when doing transaction online we still need to pay transaction fee. In the future, with blockchain technology, not only will we use less cash, we also will get every financial service for free.

In order to keep up with the development in society, people are required to constantly adapt themselves with the trends. Adjusting oneself to Society 5.0 can be done by developing certain skill set that goes way beyond memorizing information, since providing meticulous information has been taken over by computers. Japan's former Education Minister Yoshimasa Hayashi in his interview with Foreign Policy mentioned "the emphasis must be on human skills such as communication, leadership, as well as curiosity and comprehension and reading skills." He then added that these fundamental skills should be polished up during fifth to seventh school grades.

Research Question

Now that the skills required to prepare for Society 5.0 have been identified, a very intriguing question arises i.e. in what ways the skills of communication, leadership, reading comprehension, and curiosity can be taught. Therefore, the research question of this paper is "How do teachers develop communication, leadership, reading comprehension, and curiosity in students?"

Objective

This paper aims at describing the methods of developing communication, leadership, reading comprehension, and curiosity in students.

Research Method

Library research is implemented in this study. According to George (2008), library research "involves identifying and locating sources that provide factual information or personal/ expert opinion on a research question; necessary component of every other research method at some point". Various documents are extracted to obtain information, such as journals, online reports, government regulations, and the news.

I.   Discussion

Here the methods to develop communication, leadership, reading comprehension, and curiosity in students are compiled.

Effective communication

Several instructional methods such as discussion, role playing, demonstration, and group work can improve students' communication skills (Khambayat, 2017).

1. Discussion

In discussion, students get to share their ideas which in doing so, they have to communicate with each other. In order for a discussion to run well, the people involved should perform in certain ways including talking, listening, and responding to one another, as well as proposing different point of views and having the intention to improve understanding of the topic. In classroom settings, discussion can be incorporated as part of a lesson, as a whole lesson, or integrated with one or more teaching methods.

2. Role playing

As the term implies, this method involves students creating dialogs which are a form of both verbal and nonverbal communication. Role playing is employed mostly in language classes, but actually other subjects can use it too. For example, in math class, students can create a role play portraying a grocery shop assistant and a buyer counting the products and money in the transaction. Or in PPKn subject, students can pretend to be parents and children conversing about home ethics. Role playing is definitely feasible in every class because the possibility is countless.

3. Demonstration

Since explaining to audience is a form of communication, another method teacher can use to make students speak up is by having them demonstrate procedures to do something. In this activity, not only do students have to perform the steps, but they also need to thoroughly explain each step to ensure their audience's understanding.

4. Group work

In order to complete a group assignment, students have to discuss their share of work such as determining who is doing what, as well as exchanging and uniforming ideas on how to do the work. Students' communication skills can be improved using this method because they have the same goal, i.e. finishing the assignment, and they need to make it happen by voicing their opinions while also accepting common agreement.

Leadership

In the workforce environments, employees are more likely to work as team, even though some can work in isolation. To prepare for this, in classroom setting, students have to be put in a group to learn how to lead. Therefore, school group work is the best medium in this endeavour. An ideal setting for leadership lesson through group work involves clearly understood instructions, ample student and teacher time, and medium class size (Chen, 2019).

Conducive learning environments for leaders include teams, projects, and other initiatives (Ahmadi et al., n.d.).

1. Formation of teams

Teams should be comprised of students from mixed genders, cultural backgrounds, and cognitive abilities. This facilitates the widest leadership learning opportunity because students are trained to accommodate diversity and cater to various requirements.

2. Nature of projects

In order to give opportunity to most, if not all, group members to become leader, big projects should be broken down into small chunks in which students take turn leading.

3. Other initiatives

Other initiatives that facilitate leadership development include encouraging students to participate in competitions whether as hosts or participants and inviting students to co- judge contests.

Reading Comprehension

Another essential skill students should master in order to prepare themselves for Society

5.0 is reading comprehension. By being able to comprehend texts, students can easily synthesize ideas and apply them when creating things. Methods that improve students' reading comprehension include activating and using background knowledge, generating and asking questions, making inferences, summarizing, and visualizing (Gilakjani & Sabouri, 2016).

1. Activating and using background knowledge

Background knowledge means what students already know prior to reading their current text. By activating their background knowledge, it is easier for students to comprehend the text because they can link the new information with their prior understanding and realize that those are not two separate concepts. In classroom setting, teachers can train students to activate their background knowledge by discussing the experiences they have that relates to the topic they are about to read.

2. Generating and asking questions

To focus on the main ideas in passages, students should be able to ask crucial questions. For example, to obtain a whole comprehensive information about an event in the news, students should have ability to ask questions like "what is the event?", "who are involved in it?", as well as "where, when, why, and how did it happen?".

3. Making inferences

Since not all information is explicitly stated in passages, it is necessary to train students to make conclusion. Conclusion should be drawn from factual data available in the text. Inferences are important so that students can experience what is so-called making meaning.

4. Summarizing

Summarizing is essential especially when students read for content, not merely for entertainment. By making summary of text, students are more likely to retain information for a long time as they do not have to remember the whole text.

5. Visualizing

To promote thorough understanding, students should be encouraged to picture vividly what they read. For example, when reading a procedure text, students can try to imagine how each step is done. Or when reading a narrative, they can visualize each event and ease their way to the climax and ultimately draw moral value of the story.

Those methods above can easily be experienced by completing TOEFL reading comprehension exercises. Of course, most of the reading passages may not suit the students' interests and English language proficiency. Alternatively, the teacher can find passages that can facilitate learning on topics being discussed and create questions that measure students' comprehension.

Curiosity

Every creation starts from curiosity to seek solution to a problem. By being curious about a certain issue, students are encouraged to find sources of information that adequately answer the questions they might have. Oftentimes, these pieces of information lead to unfolding of an even greater invention. Therefore, curiosity and willingness to satisfy it are essential to develop in students so that they are ready to survive and even lead the changes of Society 5.0.

Education and Culture Minister Regulation (Permendikbud) No.22/2016 on Standard of Process states that the implementation of the 2013 Curriculum utilizes two learning models which encourage curiosity among students. They are Discovery Learning and Project-Based Learning.

1. Discovery Learning

With Discovery Learning, students are required to construct concepts by answering questions, sometimes with or without guidance from teachers. Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi (Ariyana et al., 2018) suggests some steps in teaching and learning activities which include stimulation, problem statement, data collection, data processing, verification, and generalization. Those steps help students explore sources and discover their own understanding about a problem.

2. Project-Based Learning.

This model aims at guiding students to create a product that solves one or multiple problems. The steps recommended by Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi (Ariyana et al., 2018) are asking underlying question, designing product, scheduling production, monitoring production, trying out product, and evaluating learning. With Project-based Learning, students' curiosity can be improved as they try to adopt, adapt, or even invent a product suitable for the issue they want to tackle.

II. Conclusions

The endeavour of preparing students to adapt to Society 5.0 include teaching and developing some essential skills. Some methods to teach the skills are actually complementary to each other, which means that they can be interchangeably

implemented in school setting. Effective communication skills can be taught in classroom setting by incorporating discussion, role playing, demonstration, and group work into the lessons. These activities can improve students' verbal and nonverbal communication. Student' leadership skills can be improved if students engage themselves in heterogenous teams and sequential small projects, as well as participate as host and judge in competitions. Students can better their reading comprehension skills when they do active reading. This means that as they read texts, students have to activate their prior knowledge, ask questions to gain complete information, make inferences, summarize the text to ensure retainment, and visualize to ensure full comprehension. Finally, to encourage curiosity in students, classroom activities should be structured according to discovery-based learning or project-based learning. These two models require students to go their ways to find answers and ultimately to solve problems.

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