

Problem Solving Strategies Learning In Hindu Concepts In The Society Era 5.0

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Abstract

The era of Society 5.0 brought significant developments to the world of education. Teachers and the community must be skilled and have adequate abilities in welcoming the era of society 5.0. Infrastructure, human resource development (HR), synchronization between the world of education and the use of technology, these four things have a major role in entering the era of society that will create qualified graduates. This paper aims to provide an overview of learning using the Hindu concept in the Era of Society 5.0 in an effort to solve learning problems, increase student interest and motivation. This research uses a descriptive Qualitative research method because based on literature studies using literacy such as books, journals and other research. In this paper, it is described about 1) learning problems caused by external and internal factors, 2) in the Era of Society educators become mobilizers, have qualified abilities in the digital field, and think creatively, 3) Learning strategies according to Hindu concepts used by PAIKEM which are then elaborated with the *Sad Darsana* concept which can also be used as an alternative way to solve problems in learning, among others: *Dharma Wacana* Strategy, *Dharmagītā* Strategy, *Dharma Tula* Strategy, *Dharma Yatra* Strategy, *Dharma Shanti* Strategy, *Dharma Sadhana* Strategy.

Keywords: Strategy; Learning Problems; Hindu concept; Society Era 5.0

Introduction

In general, education is a conscious effort to grow and develop human resources (HR) of students by encouraging and providing facilities in learning activities. In the era of super smart society (Society 5.0) which was introduced by the Japanese government in 2019 which has the aim of anticipating the turmoil of disruption that occurred due to the industrial revolution 4.0. Society 5.0 is an innovation in the world of technology that aims to solve problems that arise in the industrial era 4.0. Where technology continues to develop rapidly, including robotics applications, it is feared that it will reduce the role of humans, through Society 5.0 it is hoped that the role of humans will increase or maximize Human Resources (HR), so that they can overcome and anticipate global trends that arise in industry 4.0. In realizing this, of course, requires cooperation from various parties, one of which is in the world of education (Skobelev & Borovik, 2017)

The civilization of the era of society 5.0 in the development of information technology is now considered to be the gate-opener of the civilization of the era of society 5.0 (Rakhmawati, 2017). What Happens in the Age of Society 5.0. This can be seen from the change in social functions to technical functions. Information for every activity in life all aspects including education. Learning and using online learning media is one of its features. This can be seen in the era of Society 5.0 education and can maintain the function of education today. One of the functions of education is the socialization of Go Hands-On (Putra, 2019) and civilization, including the civilization of society 5.0.

To face the era of society 5.0, community elements and office holders such as mass organizations, the government and even the entire community must take part in welcoming

this era of society. Social problems can be solved in the era of society 5.0 through the integration of physical and virtual spaces, besides that it is also hoped that this era will not only rely on manufacturing alone (Skobelev & Borovik, 2017). The impact of society 5.0 applies to all areas of life starting from the fields of health, industry, transportation, agriculture and even has a big impact in the field of education (Law of the Republic of Indonesia on the Education System).

The development of the era of society 5.0 brings its own challenges to the world of education in Indonesia. Every teacher must prepare themselves to face the many challenges that will occur and increasingly complex educational problems. With the complexity of the challenges that will be faced in the future, it must also be balanced with skilled and adequate abilities by every teacher and community component. Therefore, people must be educated because education is an inseparable part of human life and is able to lead to a better and correct life (Dewey, 1964). The era to watch out for from now on is the era of society 5.0. Education in Indonesia in welcoming this era is by first looking at the existing infrastructure in Indonesia, human resource development,

Today education has broad challenges and must be faced, including technological advances. Education is faced with technological advances with changes from the era of society 4.0 to the era of society 5.0 or called society 5.0. Technological developments have a very significant impact in the world of education. The world of education must always be able to adapt to technological developments to improve the quality of education in the learning process. Learning in the era of the industrial revolution 4.0 towards society 5.0 in the perspective of education management is carried out by integrating various aspects that affect the achievement of national education goals. Furthermore, it is framed through reform policies in eight areas of national education standards, which includes content that is in accordance with the characteristics and needs of education in the era of the industrial revolution 4.0. If this condition goes well, it is hoped that our national education system will be able to create a 5.0 society order, namely an information technology-based society that is super intelligent, prosperous, and civilized (Hnadyani & Muliastri, 2020).

Learning is the most vital key term in any educational endeavor, so that without learning there can never be education. As a process, learning almost always has a wide place in various disciplines related to educational efforts. One of the reasons for the low level of a learning system is related to complete learning. Complete learning is an activity in the learning process for students to master all competency standards and basic competencies. According to (Rotherdam & Willingham, 2009) student success depends on 21st century skills, so students must learn to have them. The 21st century skills partnership identifies 21st century skills including: critical thinking, problem solving, communication and collaboration. By having good study habits, every study effort will give satisfactory results. The knowledge that is being demanded can be understood and mastered perfectly and the exams can be passed successfully so that they can finally achieve optimal performance. Good study habits must be nurtured and developed.

Likewise, learning habits are not something that already exists, but something that must be formed. Meanwhile, if you have inappropriate or inappropriate study habits, you will get results that are not optimal so that it will affect the student's learning achievement. Inappropriate learning habits can make it difficult for students to understand and gain knowledge so that it hampers student learning progress and will ultimately fail in learning. achievers.

In a previous study written by (Eka, 2019) in a journal entitled "Hindu Religion Learning Strategy in the 21st Century" explained that the challenges of the 21st century in learning Hindu religious education in order to create quality, intelligent, superior and character human resources are needed. the right and appropriate strategy so that learning will attract students' interest in learning, students not only complete the material but can

understand the material we provide. In this study, the authors are interested in conducting research on how to solve problem-solving strategies in learning according to the Hindu Concept in the Era of Society 5.0 so as to create interest in learning, motivation and self-concept in students.

Method

This research presented in a descriptive qualitative form with a research focus on books and literature studies that do not require field research. This qualitative research is expected to produce information, notes and descriptive data derived from the text under study. In qualitative research, narrative analysis is needed so that it can explain and narrate well and systematically, objectively and critically. This study uses two sources of data, including: (1) Primary data such as books, articles that specifically discuss religious moderation, (2) Secondary data in the form of supporting books and journals related to this research.

Results and Discussion

1. Learning Problems faced by Students

Learning problems can be interpreted or defined as follows. "A learning problem is a certain condition experienced by students and hinders the smooth process carried out by individuals to obtain a new behavior change as a whole". Certain conditions can be related to his condition, namely in the form of weaknesses and can also relate to an environment that is not favorable for him. These learning problems are not only experienced by students who are slow in learning, but can also affect students who have abilities above the normal average, smart or intelligent. The existence of learning problems will lead to a situation where students cannot learn properly so that they have low learning achievement. Students who have problems with learning are usually characterized by the following symptoms: (1) low or below-average achievement by the class group; (2) the results achieved are not balanced with the efforts made; (3) slow in doing learning tasks (Hamalik, 2005).

Based on the understanding of learning problems above, it can be detailed the types of students who experience problems in learning, namely as follows:

- a. Students who are unable to achieve learning goals or learning outcomes are in accordance with the achievements of their peers in the same class. In accordance with the learning objectives listed in the curriculum, students are said to have passed or completed a lesson if they have met the Minimum Completeness Criteria (KKM) that have been determined by each teacher in the field of study. KKM is made based on the intake (achievement) of students in the class. If a student does not meet these criteria, then the person concerned is said to have a problem in the lesson.
- b. Students who experience academic delays, namely students who are estimated to have high enough intelligence but do not use their abilities optimally. Not all students in one class have the same abilities, there are some students with intelligence abilities above average and even super. This condition causes the intelligent student to have to adjust his intelligence intake needs with the abilities of his classmates, so that students who should have the right to be above their peers are forced to accept the surrounding conditions.
- c. Students who are clearly unable to achieve their own abilities (above average IQ level). That is, students who have intelligence above the normal average but do not achieve optimal learning goals. For example, the KKM in Subject A is 65, then the score achieved is 70. Even though it should be with such an intelligence level, the person concerned can get a minimum score of 80 or even more.
- d. Students who are very slow in learning, namely the condition of students who have inadequate academic talent and need to be considered for special education or teaching. Students who experience this condition are students who have a below average level of

intelligence and often have problems in learning. Teachers often run out of ideas for dealing with students like this, additional or extra tutoring is an alternative to solving this kind of problem.

- e. Students who lack motivation in learning, namely the state or condition of students who are less enthusiastic in learning such as deterrent and lazy. Students like this are usually supported by apathetic conditions or environments, which do not care about the development of student learning. An apathetic family environment, which does not play a role in the child's learning process can cause the child to become ignorant, so that learning becomes a simple need. The community environment which is a medium of socialization also plays an important role in the process of motivating students themselves.
- f. Students who behave and have bad habits in studying, namely the condition of students whose activities or daily learning actions are antagonistic to what they should be, such as procrastinating on assignments, stalling for time, hating teachers, not wanting to ask questions about things they don't know etc. The magnitude of the opportunity given by the teacher to complete the task causes students to stall for work that should be completed immediately after being ordered, the teacher who is too disciplined and has a firm character is also a factor in the reduced attention that should be given by students to the teacher.
- g. Students who often do not take part in the teaching and learning process in class, namely students who are often absent or suffer from illness for a long period of time so that most of their learning activities are lost. Often the subject matter that has been delivered by the teacher at the meeting long before then the students are required to follow and master the subject matter in a relatively short time causes the student to become depressed and burdened by a lot of learning material.
- h. Students who experience behavioral deviations (lack of manners) in intersocial relationships. Intercourse between playmates who are not the same age and do not receive education causes the child or student to be affected by haphazard patterns of behavior and association, such as speaking in high tones with older people, often causing noise or commotion in society. Then the student concerned brings his bad behavior into the school environment which gradually causes other friends to be affected by his behavior pattern, both in speaking and in treating others.

Some of the learning problems experienced by students are related to skills in learning, managing time to study and skills in literacy (Syafni, Yarmis, & Ibrahim, 2013). Learning skill is a skill that must be mastered by a student to be successful in learning at school (academic success) by mastering the material being studied (Surjono, 2017). Learning activities occur because of the encouragement or desire of the students themselves without any coercion. In addition, activities in learning can take place and even become stronger if it is supported by the environment of the students themselves. It can be said, an increase in learning activities occurs when the curriculum is prepared properly. The curriculum is a teacher technique that becomes an external supporting factor in the learning process. When viewed from the student's point of view, the external factors that affect student learning activities are as follows: a) the teacher is the coach of students in the learning process, b) school facilities and infrastructure, c) assessment, d) students in the social environment at school, and e) curriculum.

A student's learning difficulties are seen as a result of a decline in academic achievement. However, learning difficulties are also seen from the presence of behavioral disorders (misbehavior) in students, such as running away from school, fighting, shouting in class and even students often not attending school. Based on research results from (Bastomi, 2020) Learning activities occur because of the encouragement or desire of the students themselves without any coercion. In addition, activities in learning can take place and even

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A student's learning difficulties are seen as a result of a decline in academic achievement. However, learning difficulties are also seen from the presence of behavioral disorders (misbehavior) in students, such as running away from school, fighting, shouting in class and even students often not attending school. Based on research results from (Ismail, 2016) the factors behind the causes of problems in students came from internal factors and external factors. Internal factors can include intellectual aspects such as intelligence, talents, interests, motivations, physical conditions and conditions. External factors include students' social conditions such as the environment, family economy, school and surrounding community.

2. Alternative handling of learning problems

Completion in problem solving consists of four stages of implementation, namely understanding the problem, finding a solution to the problem, solving the problem that has been planned, and re-examining all the steps that have been taken. The first stage is to understand the problem that occurs, if the student does not understand the problem given then the student cannot solve the problem. Furthermore, after the student understands the problem correctly, the student must be able to develop a plan to solve the problem. In this second stage, the ability of students to solve problems depends on the experience of these students. The more diverse the experiences of students in dealing with a problem, the more creative students will be in planning problem solving. If the planning for solving the problem has been carried out either in writing or not, then the next stage is carried out to solve the problem according to the plan that is deemed most appropriate. In the last phase, the process of problem solving according to (Polya, 1971) is to check what has been done starting from the first phase to the third completion phase. How to solve problems as above so that students can correct errors that are not needed so that later students get answers that are in accordance with the problems found. Through learning encouragement, students can grow initiative and activity, are able to guide and cultivate perseverance in carrying out the learning process (Polya, 1971). Alternatives for handling learning problems include:

a. Motivation

In the problem of learning, lack of motivation to learn involves several parties, namely:

- 1) The government, in this case the role of the government, is to create student learning motivation. This relates to the position of the Government as a policy maker, the role or responsibility of the Government, namely to create policies related to efforts to increase student learning motivation. The government must make policies that contain appropriate and comprehensive regulations. For example, the determination of compulsory books that really must be guided by educational institutions (schools), books that have clear essence (interesting books, which contain knowledge and are able to increase student motivation in learning), not just monotonous books, which That's all that causes students to become bored and reluctant to read it. In addition to interesting books, which are able to motivate students, books containing factual data are also needed according to student needs. In addition, the Government which has the authority to create a curriculum must also contain the basis of motivation in it before schools are given a policy to make their own curriculum, which of course refers to the curriculum guidelines made by the Government.

- 2) The teacher, in this case the teacher, has a large capacity and role in motivating students. Because one of the teacher's tasks is as an agent of learning, how can a teacher create transfer of lessons as well as motivation to his students. The teacher's role in motivating students can be done in the following ways:
 - a) The teacher socializes about motivation to students, the motivation given can be in the form of a short lecture given before starting the learning process. In addition, the teacher and subject teachers actively discuss in order to create motivation so that students do not experience a lack of motivation. Guidance Counseling Teachers also have a significant role in motivating students, teachers continuously provide counseling and motivation to students both individually (individually) and in groups.
 - b) Changes in learning strategies/methods according to students' real conditions. Currently, the popular learning method in Indonesia is known as PAIKEM (Active, Innovative, Creative, Effective and Fun Learning). Active means that when the learning process the teacher must create an atmosphere in such a way that students are active in asking, questioning, and expressing ideas. Innovative means how teachers create learning that can make students think that learning is fun, so that it is embedded in the minds of students there will be no more feeling of pressure with deadlines for collecting assignments and boredom of course. Creative means that teachers create diverse learning activities so that they meet various levels of student abilities. Effective means how teachers are able to create what students must master during learning activities without wasting time. And Fun means a pleasant teaching-learning atmosphere so that students focus their attention fully on learning so that their attention span ("time on task") is high.
 - c) The use of innovative learning media, which is able to attract and motivate students. The use of additional devices such as LCD projectors or OHPs is not only a means to facilitate teacher delivery but also serves as a means to increase students' attention to learning. Because there are students who are able to learn fast in audio-visual and non-audio-visual ways.
- 3) Parents, in this case parents have the most important role in motivating their children. Because most of the time children spend after school is at home. Every parent has a different way of motivating their children. There are parents who support their children with complementary learning facilities such as the procurement of computers, reference books, and additional equipment that can be used to access the internet. There are also parents who provide motivation or encouragement to their children through advice, use of models, and so on.
- 4) The community, in this case its role in creating a conducive, safe, comfortable and peaceful environment. At a minimum, it does not create a bad atmosphere that can affect or even change the mentality of children, in this case students. Take actions that can change the paradigm in social life, so that it can change the way children view the way they behave. The community environment has a very important role, how the environment creates an atmosphere that students not only feel the learning atmosphere in the school environment, but also feel it in the surrounding environment. For example, Jogjakarta and Malang are cities with the highest number of student and student destinations.

Motivation is an essential condition of learning. In this regard, there are three functions of motivation:

- 1) Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity to be carried out.

- 2) Determine the direction of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of its objectives.
- 3) Selecting actions, namely determining what actions must be done that are harmonious in order to achieve the goal, by setting aside actions that are not useful for that purpose. A student who is going to face an exam with the hope of passing, will certainly do learning activities and will not spend his time playing cards or reading comics, because it does not match the purpose.

In this regard, it is necessary to know that there are various ways and types of growing motivation. But for extrinsic motivation sometimes it is appropriate, and sometimes it can be no less appropriate. In this case, the teacher must be careful in growing and motivating the learning activities of the students. Because maybe the intention is to provide motivation but it does not benefit the development of student learning.

There are some forms and ways to foster motivation in learning activities at school to maintain students' interest in the subject matter provided, among others; giving numbers, gifts, praise, body movements, giving assignments, giving tests, knowing the results, and punishments (Djamarah & Zain, 2008). Some of these methods include:

- 1) Give a number

Numbers in this case as a symbol of the value of learning activities. Many students study, the main thing is to achieve good grades/grades. So that students who are usually being chased are test scores or grades on report cards that are fine. Good numbers for students is a very strong motivation. But there are also, many students working or studying just want to catch up with just going to class. This shows that their motivation has less weight when compared to students who want good numbers. However, all of that must be remembered by the teacher that the achievement of such numbers is not a true learning result, a meaningful learning result. Therefore,

- 2) Present

Rewards can also be said to be motivation, but that's not always the case. Because of the reward for a job, it may not appeal to someone who is neither happy nor talented for the job. For example, a prize awarded for the best drawing may not be of interest to a student who does not have a talent for drawing.

- 3) Rivals/competition

Rivalry or competition can be used as a motivational tool to encourage student learning. Competition, both individual competition and group competition can improve student achievement. Indeed, this element of competition is widely used in industry or trade, but it is also very well used to improve student learning activities.

- 4) Ego-involvement

Raising awareness for students to feel the importance of the task and accept it as a challenge so that working hard by risking self-esteem is a form of high enough motivation. A person will try with all his strength to achieve good performance by maintaining his self-esteem. Completing assignments well is a symbol of pride and self-respect, as well as for students who are the subject of study. The students will study hard maybe because of their pride.

- 5) Give a replay

Students will study hard if they know there will be a test. Therefore, giving this test is also a means of motivation. But what the teacher must remember, is not too often (eg every day) because it can be boring and routine. In this case the teacher must be open, meaning that if there is a test, it must be notified to the students.

- 6) Knowing the results

Knowing the results of work, especially if there is progress, will encourage students to study hard. The more you know that the graph of learning outcomes is increasing,

the more motivated the students are to keep learning, with an expectation that the results will continue to increase.

7) Praise

If there are successful students who successfully complete the task well, it needs to be given praise. This praise is a form of positive reinforcement and at the same time a good motivation. With the right praise will foster a pleasant atmosphere and enhance the passion for learning and at the same time will raise self-esteem.

8) Punishment

Punishment as a negative reinforcement but if given appropriately and wisely can be a means of motivation. Therefore, teachers must understand the principles of giving punishment.

According to (Arif, Hubies, Sugihen, Purnaningsih, & Saleh, 2014) a teacher has a communication strategy in motivating students through verbal and non-verbal strategies. Verbal strategies are in the form of praise while non-verbal strategies are seen from the student's body movements

b. Interest to learn

Students' interest in learning can be grown through two factors, namely from within the students themselves and from the environment where the teaching and learning process is carried out in this case the teacher's character and the atmosphere of the school environment. Students who are interested in a subject, their attention will be higher and their interest serves as a strong impetus to be actively involved in learning activities. There are three factors that underlie the emergence of interest, namely 1) internal motivation factors, 2) social motivation factors, 3) emotional. Teachers need to arouse students' interest in learning so that they can be passionate about receiving lessons, make students aware of being directly involved in learning, learning with fun and being able to use various methods, approach strategies and fun learning models (Simbolon, 2013).

The factors from within the students themselves include:

- 1) Students must have a strong desire to get better grades in all subjects, in this case English.
- 2) Students have an inner urge to satisfy curiosity in one field or another.
- 3) Students have a passion for promoting personal growth and development.
- 4) Students have a desire to receive praise from parents, teachers and friends.
- 5) Students have a self-image in the future to achieve success in certain specialized fields.

While the factors from the environment where the teaching and learning process is in this case the teacher and the school environment include:

- 1) Attracting students' attention, students' attention arises because it is driven by curiosity. Curiosity can be stimulated through new things.
- 2) Make clear goals, after students are interested in learning by explaining to students the basic competencies (KD) to be achieved. With a clear KD students will try to achieve the KD. The clear goals can be done by: (1) providing a strong reason why students should do something in connection with the basic competencies, (2) connecting learning materials to the needs and conditions of students, (3) explaining the teacher's expectations of the subjects being taught and when starting teaching, (4) using signs, reassuring body language, and (5) extraordinary enthusiasm for what is being taught.
- 3) Ending the lesson memorable, so that the subject matter that has been delivered will be remembered and students will learn it, the teacher must end the lesson with an impressive, namely (1) provide time to close the lesson, (2) emphasize on students to be silent for a few seconds to precipitate information they have just received, (3) ask

students to write down everything they have learned, (4) ask students to make a summary, and (5) link the closing activity with the opening activity.

- 4) The teacher character factor, namely the teacher's character that can arouse students' interest in learning is patient, has 3 S (smile, greets, polite), respects students' shortcomings, is fair, kind, disciplined, does not scare or threaten students, and has enthusiasm.
- 5) The factor of a comfortable and calm class atmosphere, namely a quiet and comfortable classroom environment greatly stimulates students to carry out activities that can support the teaching and learning process. Therefore, the teacher must manage the class well.
- 6) Factors of learning facilities, namely effective learning must begin with direct experience and move to a more abstract experience. Learning will be more effective if assisted with teaching aids than students learning without the help of teaching tools. Learning facilities, for example, use English story books, English songs and English films.

According to Djamarah (2011) there are several ways that teachers can do to arouse students' interest, namely: 1) comparing the existence of a need in students, so that they are willing to learn without coercion; 2) linking the learning materials provided with the problems of experience that students have, so that students easily accept learning materials, 3) providing opportunities for students to get good learning outcomes by providing a creative and conducive learning environment, 4) using a variety of various forms and techniques of teaching in the context of the individual differences of students.

c. Study Habits

Independent study habits at home are very important in addition to learning habits at school. By doing learning activities at home, it is hoped that students can study regularly and focus. According to (Djamarah B. , 2011) the habit of studying at home can be done, namely by:

- 1) Has a study area, facilities, and study furniture.

The requirement to be able to study as well as possible is the availability of a place to study. Every student should try to have a place to study. If you can't get students to study, then the bedroom can be used as a very good place to study if students pay attention to a few things and good habits, namely by paying attention to the layout of the bedroom which is also the study room.

Learning facilities and furniture play a role in determining student learning success. Students who study without being assisted by facilities often encounter obstacles in completing learning activities. Therefore, facilities cannot be ignored in learning matters. The facilities or furniture in the study are of course related to material problems in the form of paper, pencils, notebooks, study tables and chairs, and so on.

- 2) Set Study Schedule

The problem of setting study time is a problem for students, many students complain because they cannot divide their time properly and well. As a result, time that should be used is wasted. Therefore, how important it is for students to divide their study time by making a study schedule. Regular use of time for learning has a significant impact on the quality of student learning outcomes.

In compiling a study schedule, special attention must be paid, because it is really necessary to manage the study time and the length of study so that the amount of time available for an activity is quite a lot and the sequence of activities according to its nature.

d. Study time

It should be done at a time that suits our habits because students' study times are different. There are those who prefer to study in the morning after waking up, there are

those who prefer to study in the afternoon after returning from school when teaching and learning activities at school are held in the morning, and there are those who like to study at night.

Students have their own reasons for studying, there is regular learning, but there are also those who have to be ordered by their parents. It can be said that someone who learns will affect his learning outcomes if it is done regularly and regularly in a certain time, so that it will achieve optimal learning achievement.

1) Study Time

The effectiveness of time in learning varies, depending on the person. There are students who feel happier or more successful if the length of learning lasts one hour, two hours or three hours, so that the length of study carried out by a student is uncertain. The length of learning depends on the amount of material being studied. But it should be noted, studying too long will be tiring and inefficient.

2) Read a book

The first and foremost learning skill that students need to master is the habit of reading textbooks and other sources of knowledge. Reading habits must be cultivated in order to increase their knowledge and increase students' understanding in learning a subject. Almost every day the necessity to read the book is done. The problem of reading is a must for students, there is no doubt about it, but the problem of how to read well and efficiently, quite a lot of students complain because the way to read does not produce satisfactory learning outcomes, in accordance with the desired goals of reading activities.

3) Strengthen the subject matter

After receiving lessons at school, what students need to do after school is to re-establish the subject matter at home by repeating the lessons taught at school. What the teacher explains doesn't have to be all good, of course there are impressions that are still vague in memory. Repetition is very helpful to fix all the impressions that are still vague to become real impressions, which are clearly depicted in memory. In addition, to strengthen the subject matter at home, namely by forming study groups, this method is good for supporting the success of student studies at school and can also overcome boredom and boredom when students study alone. In forming this study group, you don't need too many members, but only five people. Look for friends who have the same views to achieve study success. If the study group has been formed, plan the division of time, which lesson materials need to be discussed in the study group.

3. Education in the Era of Society 5.0

Society 5.0 is a concept in a human-centered and technology-based society. The industrial revolution 4.0 has not yet been completed, we are already faced with the era of society 5.0 education. Education in the 21st century focuses on skills that include life and career skills, learning and innovation skills, information media and technology skills (Dantes, Astawa, Ariawan, Arta, & Suyasa, 2020). "Educators must also have 21st century life skills, namely having leadership skills, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, team working and problem solving. The focus of expertise in 21st century education is currently known as 4C (Risdianto, 2019) which includes creativity, critical thinking, communication and collaboration. Ely & Abdu (2020) in their journal explained that there are four aspects that are carried out in education in this era of society, including:

a. Infrastructure

With the increase in equitable development carried out by the government as well as the expansion of the internet network, it is also hoped that there will be equity in education.

b. Human Resources (HR)

In the Era of Society 5.0, teachers must be movers who prioritize students over themselves, and have the initiative in making changes to their students, can take actions without orders, can continue to innovate and be more in favor of students. So that it will create qualified human resources to manage existing natural resources (Alimuddin, 2019).

c. Synchronization Between the World of Education and Utilization of Technology

Muhammad Nasir who is the Minister of Research and Technology explained that there are four things that are of concern in producing quality and competent graduates, namely the first is competency-based education. Every student has their own talents and abilities, therefore an approach in the field of technology and information is needed to assist students in choosing a study program that suits their talents and abilities.

Second, an educator in the era of society 5.0 must have qualified skills in the digital field, can think creatively. There are three things that must be put to good use by an educator in the era of society 5.0, the first is the Internet of things in education (IoT). This can help communication between teachers and students in the learning process.

The third is the use of Virtual/Augmented reality in the world of education. The use of augmented reality can help understand theories that require simulations that are in accordance with actual conditions. For example, 3D technology in the practice of the solar system.,

Fourth, the use of artificial intelligence (AI) in the field of education can measure and identify the learning needs of students. By using AI, it is hoped that the process of identifying needs in learning is faster through the learning machines that are already in AI. Examples of using google assistant. AI is not only able to process raw data but can also process data into very informative ones that are tailored to the needs of its use. By utilizing these three technologies, it is able to produce competent, quality graduates who are ready to be used in the industrial world (Munanda, 2019)

4. Learning Problem Solving Strategies According to Hindu Concepts

In preparing the Hindu millennial generation in the era of Society 5.0, it is necessary to improve the quality of learning. By using the PAIKEM strategy (Active, Innovative, Creative, Effective and Fun) it is hoped that it can increase student motivation. PAIKEM learning can be elaborated with the Sad Dharma method which consists of the Dharma Discourse Method, the Dharma Tula Method, the Dharma Santhi Method, the Dharmagita Method, the Dharma Sadhana Method, and the Dharma Yatra Method (Rudiarta & Pramana, 2021).

In the concept of Hindu Religious Education, learning strategies can be interpreted as planning which contains a series of activities designed to achieve certain educational goals.

There are several learning strategies that are used to foster motivation, interest, and student learning habits in Hindu Religious Education and Character Education, namely:

- a. The Dharma Wacana strategy is the implementation of teaching with lectures orally, verbally, and in writing reinforced by using visual media. In this case the role of the teacher as a source of knowledge is very dominant. Studying religion with the Dharma Wacana strategy can gain religious knowledge by listening to lectures from teachers. The Dharma Wacana strategy is a conventional method used by teachers in delivering teaching materials to their students, based on the above problems, the dharma discourse strategy is less effective at growing students' motivation if at the time of delivering the material there is no reciprocity between students and teachers.
- b. The Dharmagītā strategy is the implementation of teaching by chanting sloka, palawakya, and tembang patterns. The teacher in the learning process with the Dharmagītā pattern involves the sense of art that each student has, especially the art of voice or singing, so that they can refine their moral character. This strategy is

appropriate to use for the problems of the students above, especially since these students tend to have an interest in the world of art, here the important role of the teacher is to package learning materials into works of art, both sound art and theater so that the delivery of teaching materials will be more striking and generate interest from within students. itself.

- c. The Dharma Tula strategy is the implementation of teaching by holding discussions in class. The Dharma Tula strategy is used because each student has different intelligence. By using the Dharma Tula strategy, students can contribute to learning because there will be interaction between fellow students where there will be a sense of embarrassment and motivation to become like friends who have more mastery of these subjects, in this case English subjects.
- d. The Dharma Yatra strategy is the implementation of learning by visiting holy places or recreation. The Dharma Yatra strategy is good to use to refresh the students' brains so that they can create new passions in their learning. This strategy can also be used for students to interact with foreign tourists, thus giving rise to the urge to be able to communicate in English.
- e. The Dharma Shanti strategy is the implementation of learning to instill an attitude of mutual honing, mutual love, and mutual care that is full of tolerance. Dharma Shanti's strategy in learning provides opportunities for students to get to know each other in their class, so as to foster mutual love and respect so that a conducive learning atmosphere arises.
- f. The Dharma Sadhana strategy is the implementation of learning to foster social sensitivity of students through sincere giving or help and developing an attitude of sharing with others, this strategy has the same effect as the Dharma Shanti strategy above.

According to (Sanjaya, 2006) there are several kinds of learning strategies that must be carried out by a teacher, the following are the types of learning strategies:

- a. Expository Learning Strategy (SPE). Expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.
- b. Inquiry Learning Strategy (SPI). The Inquiry Learning Strategy (SPI) is a series of learning activities that emphasize the process of thinking critically and analytically to find and find the answer to a problem that is being asked. This thinking process is usually done through question and answer between the teacher and students.
- c. Problem Based Learning Strategy (SPBM). Problem-based learning can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically.
- d. Thinking Ability Improvement Learning Strategy (SPPKB). The learning strategy for improving thinking skills is a learning strategy that emphasizes students' thinking skills. In this learning, the subject matter is not simply presented to students, but students are guided to the process of finding their own concepts that must be mastered through a continuous dialogical process by utilizing student experience. The learning strategy model for improving thinking skills is a learning model that relies on the development of students' thinking skills through the study of facts or children's experiences as material for solving problems being taught.
- e. Cooperative Learning Strategy (SPK). The group learning model is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated. Cooperative learning strategy is a learning model using a small grouping/team system, which is between four to six people who have different academic backgrounds, gender, race or ethnicity (heterogeneous).

- f. Contextual Learning Strategy (CTL). Contextual teaching and learning (CTL) strategy is a learning concept that helps teachers relate learning materials to students' real-world situations, and encourages students to make connections between their knowledge and its application in their daily lives.
- g. Affective Learning Strategy (SPA). Affective learning strategies are different from cognitive and skills learning strategies. Affective relates to values that are difficult to measure because they involve a person's awareness that grows from within the student. To some extent, affection can appear in behavioral events.

There are also several strategies that can approach the era of society 5.0 based on Permendikbud No 22 of 2016 suggesting 14 learning principles that must be met in the 21st century learning process, including:

- a. Learning from students being told to students dancing out;
- b. Learning from the teacher as the only source of learning becomes learning based on various learning resources;
- c. Learning from a textual approach to a process as strengthening the use of a scientific approach;
- d. Learning from content-based to competency-based learning;
- e. Partial learning towards integrated learning;
- f. Learning that emphasizes a single answer leads to learning with multidimensional answers
- g. Verbalism learning towards applicative skills;
- h. Improvement and balance between physical skills (hard skills) and mental skills (soft skills);
- i. Learning that prioritizes cultivating and empowering students as lifelong learners;
- j. Learning that applies the values of *ing ngarso sung tulodo, ing madyo mangun karso and tut wuri handayani*;
- k. Learning that takes place at home, at school, and in the community;
- l. Learning that applies the principle that anyone is a teacher, anyone is a student and anywhere is a class;
- m. Utilization of information and communication technology to improve the efficiency and effectiveness of learning; and
- n. Recognition of individual differences and the cultural background of students.

Conclusion

Many factors cause learning problems in students that must be solved with the right strategy. As for Alternative treatments for learning problems include motivation, interest in learning, study habits and study time. Education in the era of society 5.0 requires a paradigm shift in education, such as inspiring the emergence of students' creativity seeds, educators becoming motivators, facilitators and even tutors for students (Free to learn). Infrastructure, development of Human Resources (HR), synchronization between the world of education and the use of technology, these four things have a major role in entering the era of society so as to produce quality graduates. Society 5.0 is a concept in a human-centered and technology-based society.

In addition, teacher motivation is also very necessary to change students' bad learning habits, such as studying only when there is homework or only when there is a test so that it can become an effective, efficient and effective learning process and can be used as a guide for these students in the future. . Learning strategies according to Hindu concepts can also be used as alternative ways in this era of society 5.0 for solving problems in learning, including: Dharma Discourse Strategy, Dharmagītā Strategy, Dharma Tula Strategy, Dharma Yatra Strategy, Dharma Shanti Strategy, Dharma Sadhana Strategy.

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