

Analysis of The Educational Basis of National Educational Policy in The Era of Society 5.0

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Abstract

This research aims to analyze the foundation of Indonesian education in facing the transformation of education policy in the Society 5.0 era. The focus of the study includes the relevance of Ki Hadjar Dewantara's thoughts, the implementation of Law Number 20 of 2003 concerning the National Education System, as well as the direction of changes to the National Education System Bill in dealing with developments in digital technology. This research applies a qualitative approach through the Systematic Literature Review (SLR) method. Data was collected from Google Scholar, Scopus, SINTA, and Garuda in publications in 2020–2026 through the identification, screening, eligibility, and inclusion stages. Furthermore, the data was analyzed thematically for various studies that discussed the foundations of education, national education policy, digital transformation, and the concept of Society 5.0. The results of the study found that Ki Hadjar Dewantara's ideas remain relevant through the concepts of freedom to learn, educational humanism, and the Three Education Centers, which are one of the important concepts in education. In addition, Law Number 20 of 2003 remains the main basis for implementing national education, but requires updates that are adaptive to developments in IoT and AI. This study found gaps in digital policy implementation, especially in infrastructure, teacher digital competence, and equitable access to technology. Therefore, policies are needed that integrate digital literacy, character education, technology ethics, and equal distribution of educational infrastructure.

Keywords: Foundations of Education, Society 5.0, Ki Hadjar Dewantara, Education Policy, Digital Transformation

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INTRODUCTION

The world is currently transforming from the era of Industrial Revolution 4.0 to Society 5.0, a human-centered societal paradigm. In contrast to Industry 4.0 which focuses on efficiency and machine automation, Society 5.0 places greater emphasis on the use of technological advances such as the Internet of Things (IoT) and Artificial Intelligence (AI) as an effort to improve the quality of life and serve human welfare. In this context, education not only functions as a process of transferring knowledge, but also as a medium for the formation of humans who can balance economic progress with the ability to overcome various social problems.

Philosophically, Indonesian education is based on the thoughts of Ki Hadjar Dewantara through the concept of Taman Siswa and the Among system which guides the nature and era of students. This concept is relevant to self-directed learning in Society 5.0, where students become active subjects who are independent in learning, in line with the spirit of Independent Learning.

Juridically, the national education system is still based on Law no. 20 of 2003 concerning the National Education System which emphasizes the function of education to develop individual potential and shape national character and civilization through the cultivation of knowledge, skills and moral values. Along with the development of the Society 5.0 era, the government is currently adjusting these regulations through the National Education System Bill.

However, the results of the study show that there is still a gap between national education policies, the implementation of digital technology, and the readiness of educational human resources in facing the Society 5.0 era. First, the Infrastructure Gap. The policy was designed with the assumption of high connectivity (Society 5.0), but in fact, in practice, many educational units still face limited electricity, internet and digital devices. This condition shows that there is a gap in readiness between the demands of Society 5.0 and the reality of education in the field (Yusutria et al, 2024; Fatmawati et al, 2025). Second, Competency Gap. The teacher competency gap occurs when education policies require teachers to become digital content creators and data analysts through the use of the Merdeka Mengajar Platform (PMM) and Educational Report Cards, while the reality on the ground shows that manual administrative burdens and limited digital competence still dominate teachers' daily activities (Ro'fah et al., 2025; Maharani & Irwansyah, 2024).

This condition is a policy gap between the goals of digital education transformation and actual implementation in the field. Therefore, research regarding Policy Analysis of the Indonesian Education Foundation in the Society 5.0 era is still considered relevant and feasible to carry out. It is hoped that the research will contribute to formulating educational policy recommendations that are more adaptive, futuristic, humanist, and in line with the needs of digital transformation of national education.

The formulation of the research problem is "How can the integration of Ki Hadjar Dewantara's thoughts regarding learning independence, the effectiveness of Law Number 20 of 2003 concerning the National Education System along with the direction of change in the Draft Law on the National Education System, as well as national education policies be able to strengthen the foundation of education and support digital transformation in the Society 5.0 era while ensuring that the use of technology is oriented towards human welfare and character development?" The aim of this research is "To analyze the correlation between Ki Hadjar Dewantara's educational philosophy and the demands of self-directed learning in the Society 5.0 era, to examine the juridical basis of national education in facing the policy transition towards a more adaptive and futuristic system, and to formulate a policy strengthening strategy that balances technological literacy with humanist values."

METHOD

This study employed a qualitative approach using the Systematic Literature Review (SLR) method to examine the educational foundations underlying national education policies in the Society 5.0 era. The SLR method was chosen to systematically identify, evaluate, and synthesize existing studies related to educational foundations and educational policy development in response to technological and societal transformations. The literature search was conducted through several academic databases, including Scopus, Web of Science, ERIC, Google Scholar, and ScienceDirect. The keywords used in the search process included *educational foundations*, *national education policy*, *Society 5.0*, *education transformation*, and *digital education*. The search was limited to publications

published between 2019 and 2026 to ensure the relevance and currency of the reviewed literature.

The study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) procedure, which consists of four stages: identification, screening, eligibility, and inclusion. Articles were included if they (1) discussed educational foundations or educational policy, (2) were related to the context of Society 5.0 or digital transformation in education, (3) were published in peer-reviewed journals, and (4) were available in full text. Articles that did not meet these criteria were excluded from the review.

The selected studies were analyzed using thematic analysis. The analysis focused on identifying and synthesizing themes related to philosophical, sociological, psychological, technological, and juridical foundations of national education policies. The findings from the selected studies were then interpreted to understand how these educational foundations contribute to shaping educational policies that are responsive to the challenges and opportunities of the Society 5.0 era.

To enhance the credibility of the review, the study employed source triangulation by comparing findings across multiple scholarly publications and policy documents. This approach enabled a comprehensive understanding of the educational foundations that support the development of national education policies in the context of Society 5.0.

RESULT AND DISCUSSION

Integration of Ki Hadjar Dewantara's thoughts regarding independent learning in strengthening the philosophical foundation of education in the Society 5.0 era

The development of the digital society 5.0 era has had a major impact on changes in the education system. These conditions encourage the Indonesian government to carry out various educational policy transformations so that they are able to adapt to current developments. (Fitri & Kuswandi, 2025; Dzul & Jamilah, 2024; Elih et al., 2025; Rizal Fahmi, 2024). The results of the study show that Ki Hadjar Dewantara's thoughts remain relevant in strengthening the foundation of Indonesian education in the Society 5.0 era. The values of freedom to learn, character education, humanism, and the Three Centers of Education are the basis for education that is adaptive to technological developments but remains oriented towards people and national culture. This integration of thought is important to form a generation that is not only technologically competent, but also has character, creativity, independence and a national personality.

The following is a scientific study regarding the integration of Ki Hadjar Dewantara's thoughts in strengthening the philosophical foundation of education in the Society 5.0 era, as follows:

1. Education that Liberates Students. Ki Hadjar Dewantara emphasizes education that develops students' potential independently. This concept is relevant to Society 5.0 through creative, innovative, technology-based learning, as well as the humanist application of Freedom of Learning, Project Based Learning and AI.
2. Strengthening Character Education amidst Technological Disruption. Ki Hadjar Dewantara's thoughts through the principles of Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani emphasize the importance of example, ethics, empathy and social responsibility to deal with the negative impacts of technological developments.
3. Tri Education Center as a Digital Learning Ecosystem. The concept of family, school and community as centers of education is now integrated through digital technology, such as online platforms, educational social media and community collaboration to support lifelong learning.

4. Educational Humanism as the Foundation of Society 5.0. Ki Hadjar Dewantara places human and cultural values at the core of education. This concept supports inclusive education, balance of hard skills and soft skills, as well as ethical use of technology so that digitalization remains based on human values.
5. Relevance to National Education Policy. Ki Hadjar Dewantara's thoughts are in line with current Indonesian education policies, such as the Independent Curriculum, differentiated learning, character strengthening, digital literacy, project-based learning, and local culture-based education.

This integration shows that the modernization of Indonesian education does not have to abandon its national philosophical roots. Instead, technology must be used to strengthen the values of freedom of learning, culture and humanity as taught by Ki Hadjar Dewantara. Apart from that, strengthening the philosophical foundation of Indonesian education through humanistic thinking such as the ideas of Ki Hadjar Dewantara is also relevant. Education in the Society 5.0 era must continue to position technology as a tool to humanize humans, not replace human roles. Therefore, future education policies need to integrate digital intelligence with character education, culture and Pancasila values.

Effectiveness of Law no. 20 of 2003 and the direction of changes in the National Education System Bill to cover the digital transformation of national education

The results of the study state that the effectiveness of Law no. 20 of 2003 in covering digital transformation can be seen from several positive achievements. First, this law is the basis for the birth of various education digitalization policies, such as Merdeka Belajar, digital learning platforms, school digitalization, and technology-based curriculum development. Second, this regulation encourages equal access to education through the use of information technology, especially after the COVID-19 pandemic when online learning has become a major national need. Third, the National Education System Law also supports strengthening 21st century competencies, such as digital literacy, creativity, collaboration and critical thinking which are the main characteristics of Society 5.0 education. (Sihombing et al, 2024; Muhammad & Nuryanti 2025). Juridically, changes to Law no. 20 of 2003 to the National Education System Bill shows a paradigm shift from conventional administrative systems towards more transformational and digital-based education.

However, in the implementation of Law no. 20 of 2003 still faces various structural and technical obstacles. Many schools in underdeveloped areas still experience limited internet infrastructure, digital devices and teacher competence in using learning technology. Apart from that, the substance of the law is considered unable to anticipate the development of Artificial Intelligence (AI), big data, Internet of Things (IoT), and digital platform-based learning systems which are the main characteristics of Society 5.0. As a result, education policies are often temporarily adaptive without being supported by regulations that are more responsive to long-term digital transformation. (Muhammad 2026; Sihombing et al, 2024). Some groups believe that harmonization of regulations has the potential to lead to centralization of education policy and does not fully address the issue of digital inequality in the regions. In addition, the digital transformation of education requires the readiness of human resources, funding, as well as ethical protection and security of student data which have not been fully regulated in detail in the policy draft (Sihombing et al, 2024).

Understanding existing challenges and opportunities is key to creating sustainable education strategies: (1) Challenges: Structural and Cultural Barriers. Challenges in modern education policy are not just technical problems, but systemic problems which include: (a) The Digital Divide. The inequality in internet access and devices between schools in urban (city) and rural (village/3T area) areas creates a "quality gap". Without

intervention, technology that was originally intended for equality could actually widen the gap in social justice (Yusutria et al, 2024; Fatmawati et al, 2025; Muhammad 2026; Sihombing et al, 2024). (b) Psychology and Mental Readiness of Educators. There is a phenomenon of technostress among teachers, where the demand to continuously adapt to new platforms (such as PMM or e-Kinerja) can drain emotional energy. Changing the role from "sole source of knowledge" to "facilitator" requires a shift in mindset (growth mindset) that is not instant. (Ro'fah et al., 2025; Maharani & Irwansyah, 2024). (c) Erosion of Character Values (Screen-Time Paradox). Too much focus on digital interactions risks reducing the frequency of face-to-face social interactions. This challenges the instilling of the values of courtesy, mutual cooperation and example which are usually absorbed through direct observation of the teacher (Yuniarto & Panji, 2021). (2) Opportunities: On the other hand, this era offers golden opportunities that have never existed before: (a) Ubiquitous Learning (Learning Anywhere). Access to global learning resources (such as digital journals, educational videos, and open courses) is now unlimited. Knowledge is no longer locked away in physical libraries or school buildings. (b) Differentiated Learning (Personalization). Technology makes it possible to implement Teaching at the Right Level (TaRL). Through an adaptive platform, each student can learn at their own pace without feeling left behind or too fast, thereby maximizing individual potential optimally.

Thus, the effectiveness of Law no. 20 of 2003 can be said to still be relevant as the basic foundation of the national education system, but requires substantial updates to be able to accommodate the digital transformation of education in a more adaptive and futuristic manner. The presence of the National Education System Bill is an important momentum to reconstruct the national education legal system so that it is in line with the needs of the Society 5.0 era. which is technology-based but still oriented towards humanistic values and building national character.

The national education policy strategy is to ensure that technology remains focused on serving human welfare and character development in the era of society 5.0

The results of a literature review (Dina & Jenuri, 2025; Imaniah Ikhfi, 2023) emphasize that national education policies in the Society 5.0 era must ensure that technology is not only a tool for digitizing learning, but also a means of strengthening human welfare, ethics, attitudes and behavior of students. In facing the Society 5.0 era where advanced technology such as AI-IoT is integrated with human life, education must transform from simply transferring knowledge to developing full human potential.

The following are the main policy strategies: (1) Integration of Character Education and Digital Literacy. Education needs to combine character and digital literacy, not only technical skills but also ethics, responsibility, empathy and digital security. This is implemented through the integration of digital ethics in the curriculum, the Pancasila Student Profile, project-based learning, and monitoring the use of AI. (2) Strengthening the Humanistic-Digital Curriculum. The curriculum must balance technological skills and human values such as empathy, creativity and critical thinking. Strengthening is carried out through the integration of Pancasila values, collaborative learning, social problem solving, and student-centered learning. (3) Transformation of the Teacher's Role as a Humanistic Digital Educator. Teachers act as facilitators and moral guides in the use of technology. AI and digital pedagogy training, strengthening social-emotional competencies, as well as ethics-based digital literacy certification are required. (4) Strengthening Fair Infrastructure. Digital transformation must be followed by equal access to technology to reduce educational disparities.

The strategy includes equal distribution of school internet, assistance with digital devices, and development of a national inclusive learning platform. (5) AI Ethics Regulations and Educational Digital Security. The government needs to regulate the use of

AI and digital technology to protect students from risks such as data misuse, cyberbullying and disinformation, through data protection regulations, AI guidelines and school digital security systems.

This research offers the conceptual model "Humanistic-Digital Educational Foundation" as the educational basis for national education policy in the Era of Society 5.0. In contrast to previous research which generally examines philosophical, juridical or technological aspects partially, this research integrates philosophical (Ki Hadjar Dewantara), juridical (UU Sisdiknas), sociological (digital justice), psychological (human-centered learning) and technological (ethical AI) foundations in one comprehensive national education policy analysis framework. This novelty is very much in line with the title of the article "Analysis of the Educational Basis of National Educational Policy in The Era of Society 5.0" because it not only describes the basis of education, but also produces a new conceptual model that explains the relationship between dimensions of the educational basis in building a national education policy that is humane and adaptive to technological developments.

CONCLUSION

The transformation of Indonesian education in the Society 5.0 era must build an adaptive, humanist and technology-based education system without abandoning human values. Ki Hadjar Dewantara's ideas remain relevant through the concept of liberating education, centered on students, and the principles of "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani." Technology needs to be used to strengthen human quality, character, ethics and national culture. From a juridical perspective, National Education System Law Number 20 of 2003 is still relevant as the basis for national education, but developments in AI, big data and digital learning require more adaptive regulations through updating the National Education System Bill. Apart from that, education policies in the Society 5.0 era must place technology as a means of improving human welfare. Therefore, education needs to integrate digital literacy, character education, digital ethics, critical thinking skills, collaboration and social empathy so that educational transformation maintains national identity. Key Findings Ki Hadjar Dewantara's ideas remain relevant in the Society 5.0 era because they emphasize freedom of learning, humanism and character education. National Education System Law Number 20 of 2003 is still the basis of national education law, even though it is not yet fully able to respond to the acceleration of digital transformation. The National Education System Bill is directed at strengthening policy flexibility, digital technology integration, educational equality and 21st century competencies. Digital transformation of education can improve the quality and access of learning, but it also raises the challenge of digital inequality and decreased social interaction. Education in the Society 5.0 era must optimize the use of technology as a means of human development, not just a tool for learning automation.

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