

2731-5150-1-PB.pdf

by

Submission date: 10-May-2023 11:05AM (UTC+0700)

Submission ID: 2089184627

File name: 2731-5150-1-PB.pdf (191.74K)

Word count: 1955

Character count: 10929

SOCIO-ECONOMIC CHALLENGES POST COVID-19 FACING THE 5.0 SOCIETY ERA TO ACHIEVE SUSTAINABLE PERFORMANCE

Fitriaty^{1*}, Muhammad Haris Saputra², Musnaini³, and Puja Firmasari⁴

^{1,3}Jambi University, Jambi, Indonesia

²Dinamika Bangsa University, Jambi, Indonesia

⁴Institut Teknologi dan Bisnis Muhammadiyah Sarolangun, Jambi, Indonesia

*email Corresponding author: fitriaty@unja.ac.id

ABSTRACT

The Covid-19 pandemic has made many changes in society where everything is required to be non-physical and utilize all-internet networks or connections. Starting from shopping using online shops to working normally in an office, we can work from home. This study aims to see the description of the 5.0 society revolution seen from various perspectives. The research method used is descriptive qualitative with analysis of the literature which specifically discusses society after the pandemic and dealing with society 5.0. The results of this study indicate that Era Society 5.0 is an era of humans and technology. Technology has become a necessity that must be met by all people. Technologies that are interconnected and accessed without boundaries present a complex situation. technological development and based on the opportunities inherent in innovation, a virtual economic zone that provides an organizational regulatory framework for enterprises.

Keywords:

Socio-Economic; Post COVID-19; 5.0 Society; Sustainable Performance

INTRODUCTION

The Technology created by humans is growing. One of them is Society 5.0 which was first initiated by the Japanese state (Aderibigbe, 2022). This concept makes it possible to use modern science (AI, Robot, IoT) for human needs with the aim that humans can live comfortably. The concept of Society 5.0 is a refinement of the previous concept of society. Society 1.0 was when humans were still in the era of buyers and knew writing, Society 2.0 was the era of agriculture where humans were familiar with farming, Society 3.0 entered the industrial era when humans started using machines in carrying out their daily activities, Society 4.0 humans were already familiar with computers to the internet and the era of Society 5.0 where all technology is part of humans themselves, the internet is used not only to share information but human needs that cannot be separated.

In the era of society 5.0, humans are the main component in creating new value through technology in minimizing tensions between humans and future economic problems (Nohong, 2018). Indonesia's current conditions it is not impossible to normally apply the society 5.0 concept because technological developments in Indonesia are growing rapidly,

this can be seen during the pandemic, all activities were limited by physical distancing which technology play a very important role in the lives of Indonesian people during Covid 19.

The Covid-19 pandemic that has occurred has accelerated digital transformation in many lines of business and the economy. Changes in people's behavior towards a contactless economy are expected to continue and contribute greatly to future economic growth. Based on the report by the Center for Innovation and Academic Studies (2020), Indonesia on journey towards Society 5.0 and has gone through several stages of society 5.0 such as affordability of information becoming more open and easily accessible according to the wishes of users, so that the stages of social life will easily adapt to automation and technological intelligence as a solution in overcoming the problems of human life. Technology integration is in line with the global goals of the Sustainable Development Goals (SDGs) so that in the future society 5.0 can realize a sustainable life.

METHOD

This research uses the library research method. By collecting library data, reading, and recording and processing research materials. Researchers deal directly with existing text or data and do not conduct field research. In compiling articles, researchers use library data from various sources such as books, journals, articles, official websites, and other internet sources in the form of main material regarding the impact of Covid-19, and Society 5.0. From searching for the required data, researchers took data from various sources on the internet with the keywords "Covid-19" and "Society 5.0" and the results appeared various kinds of articles on websites, news, articles, journals, books, and others. The researcher examines and processes each data obtained for suitability for the topic being studied.

RESULT AND DISCUSSION

Era Society 5.0 An Era Of Humans And Technology.

World Economic Forum (WEF) 2020, there are 10 main abilities needed to face the Society 5.0 era, namely being able to solve complex problems, think critically, be creative, have human management skills, be able to coordinate with others, emotional intelligence, the ability to assess and make decisions, service oriented, negotiation skills, and cognitive flexibility. Era Society 5.0 character values must be developed, empathy and tolerance must be fostered along with the development of competencies that think critically, innovatively, and creatively. Society 5.0 aims to integrate virtual space and physical space into one so that everything becomes easy with the addition of artificial intelligence.

Era Society 5.0 human work and activities will be focused on Human-Centered based on technology (Kolade & Owoseni, 2022). However, if humans do not keep up with technological and knowledge developments, Society 5.0 is still the same as the era of disruption which is like a double-edged sword (Poto, 2021). On the one hand, it can eliminate existing jobs, but it can also create new jobs (Bogoviz et al., 2019; Mohammadian, 2022). In preparing superior human resources and competing in the Society 5.0 era, it will be difficult if you only rely on educational institutions (Rahmawati et al., 2021). Community elements and stakeholders must be involved, starting from the central and regional governments, non-profit organizations, and the community.

Technological Development And Based On The Opportunities Inherent In Innovation

Industry 4.0 and society 5.0 make technology the basis or main component in maintaining business performance, companies are expected to be able to create an agile organization using technology to satisfy customer aspirations so that they can survive in a disruptive era (Tavares & Azevedo, 2022). The transformation from Industry 4.0 to society

5.0 led to a change from mass production which was adjusted by production and personnel departments.

Society 5.0 returns to production where humans and machines work collaboratively. Human tasks are restructured to benefit workers, human resource intelligence, creativity, and intelligent systems are used to increase efficiency (Akkaya & Ahmed, 2022) (Csiszer, 2022). Society 5.0 is a visionary concept with a major impact on society, governance, human identity and the economy (Waidelich et al., 2022). This is considered as a transformation from society to a super genius society. Visions that are innovative, tough, socio-centric, and competitive industries and environmental limitations can be minimized by giving the label 5.0. Challenges related to technology, socio-economic, regulation and governance (Nagy et al., 2020). A growth vision, centered on human progress and well-being, based on reducing and shifting consumption towards new ways of creating economic value that is sustainable and circular, regenerative, and equitable prosperity.

Technologies that are interconnected and accessed without boundaries present a complex situation.

Industry 5.0 is used in development programs for goal expansion, production of goods and services for profit (Gagnidze, 2022). Industry 5.0 develops solutions that make production sustainable, resilient and competitive in the long term, and addresses the challenges associated with human-machine interaction and matching skills. Integrates three core elements: human centrality, sustainability and resilience (Ghobakhloo et al., 2022). Society 5.0 becomes a combination of skills between humans and technology for mutual benefit between industry and workers, not replacing technology, but complementing humans.

The transformation in which Industry 5.0 will lead to Society 5.0 is very important and is considered as an evolution from the previous industrial revolution, which led to a super-intelligent society (Konno & Schillaci, 2021). Human concentration is an important element in both Industry 5.0 and Society 5.0, and in order to avoid the problems caused in the current level of industrialization and living standards, Industry 5.0 aims to increase human creativity in industry and develop the industry towards people-centered, resilient, and prosperous prosperity (Akkaya & Ahmed, 2022).

CONCLUSION

Era Society 5.0 is an era of unification of humans and technology. Technology has become a necessity that must be met by all people. The human mindset is trapped between material needs and the desire for existence. Technologies that are interconnected and accessed without boundaries present a complex situation. technological development and based on the opportunities inherent in innovation, a virtual economic zone that provides an organizational regulatory framework for enterprises.

REFERENCES

- Aderibigbe, J. K. (2022). *Accentuating Society 5.0 New Normal : The Strategic Role of Industry 4.0 Collaborative Partnership and Emotional Resilience*. 39–55. <https://doi.org/10.1108/978-1-80262-325-320220004>
- Akkaya, B., & Ahmed, J. (2022). *VUCA-RR Toward Industry 5.0*. 1–11. <https://doi.org/10.1108/978-1-80262-325-320220001>
- Bogoviz, A. V, Alekseev, A. N., Titova, O. V, Latysheva, V. V, & Ragulin, A. D. (2019). *Conceptual Model of Conflict of Socio-economic System as an Analogue of the Model of Economic Cycle*. 155–161. <https://doi.org/10.1108/978-1-78769-993-920191018>
- Csiszer, A. (2022). *Towards Society 5.0 in Perspective of Agile Society*. 169–190.

- <https://doi.org/10.1108/978-1-80262-325-320220012>
- Gagnidze, I. (2022). *clusters deal with the challenges? (A systemic approach)*. <https://doi.org/10.1108/K-07-2022-1005>
- Ghobakhloo, M., Iranmanesh, M., Faraz, M., Mubarik, M., Rejeb, A., & Nilashi, M. (2022). Identifying industry 5 . 0 contributions to sustainable development: A strategy roadmap for delivering sustainability values. *Sustainable Production and Consumption*, 33, 716–737. <https://doi.org/10.1016/j.spc.2022.08.003>
- Kolade, O., & Owoseni, A. (2022). Technology in Society Employment 5 . 0 : The work of the future and the future of work. *Technology in Society*, 71(August), 102086. <https://doi.org/10.1016/j.techsoc.2022.102086>
- Konno, N., & Schillaci, C. E. (2021). *Intellectual capital in Society 5 . 0 by the lens of the knowledge creation theory*. <https://doi.org/10.1108/JIC-02-2020-0060>
- Mohammadian, H. D. (2022). *MAPPING THE FUTURE GLOBAL SMES GROWTH VIA HYBRID SMES / SME 5 . 0 / TOMORROW ' S SMES CONCEPT THROUGH THE 5TH WAVE , i-SUSTAINABILITY PLUS AND DCT THEORIES*. 29, 173–206. <https://doi.org/10.1108/S1877-636120220000029011>
- Nagy, K., Hajrizi, E., & Palkovics, L. (2020). Responsible Innovation in Support of of Society 5.0 - Aspects of Audit and Control. *IFAC PapersOnLine*, 53(2), 17469–17474. <https://doi.org/10.1016/j.ifacol.2020.12.2123>
- Nohong, M. (2018). The moderating effect of efficiency and non-market capability in relationship between government involvement and resources to performance of water supply companies (PDAM) in Sulawesi, Indonesia. *International Journal of Law and Management*, 60(2), 402–412. <https://doi.org/10.1108/IJLMA-11-2016-0117>
- Poto, V. (2021). *Society 5 . 0: balancing of Industry*. 50(3), 794–811. <https://doi.org/10.1108/K-12-2019-0858>
- Rahmawati, M., Ruslan, A., & Bandarsyah, D. (2021). *The Era of Society 5 . 0 as the unification of humans and technology : A literature review on materialism and existentialism*. 151–162.
- Tavares, M. C., & Azevedo, G. (2022). *The Challenges and Opportunities of Era 5 . 0 for a More Humanistic and Sustainable Society — A Literature Review*. 1–21.
- Waidelich, L., Kölmel, B., Bulander, R., Brugger, T., Waidelich, L., Kölmel, B., Bulander, R., & Brugger, T. (2022). Approaching a regional innovation ecosystem in the Northern Black Forest for a future-orientated economy and society. *Procedia Computer Science*, 204(2021), 253–260. <https://doi.org/10.1016/j.procs.2022.08.030>

ORIGINALITY REPORT

14%

SIMILARITY INDEX

9%

INTERNET SOURCES

4%

PUBLICATIONS

8%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

1%

★ Submitted to University of Melbourne

Student Paper

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

THESIS

0 / 1

Thesis • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the sources must include at least minimal evidence that could be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.

0 PTS.
(0) For any of the following: • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. Responses that do not earn this point: • Only restate the prompt. • Do not take a position, or the position is vague or must be inferred. • Equivocate or summarize other's arguments but not the student's (e.g., some people say it's good, some people say it's bad). • State an obvious fact rather than making a claim that requires a defense.

1 PT.
(1) Responds to the prompt with a thesis that presents a defensible position. Responses that earn this point: • Responds to the prompt rather than restate or rephrase the prompt, and the thesis clearly takes a position rather than just stating that there are pros/cons.

2 PTS.
(0) n/a

3 PTS.
(0) n/a

4 PTS.
(0) n/a

EVID. & COMM.

0 / 4

Evidence and Commentary • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

0 PTS.
(0) Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources. Typical responses that earn 0 points: • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant.

1 PT.
(1) EVIDENCE: Provides evidence from or references at least two of the provided sources. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument. Typical responses that earn 1 point: • Tend to focus on summary or description of sources rather than specific details.

2 PTS.
(2) EVIDENCE: Provides evidence from or references at least three of the provided sources. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of

reasoning is faulty. Typical responses that earn 2 points: • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.

3 PTS.
(3)

EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. Typical responses that earn 3 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim.

4 PTS.
(4)

EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. Typical responses that earn 4 points: • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the sources to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.

SOPHIST.

0 / 1

Sophistication • This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.

0 PTS.
(0)

Does not meet the criteria for 1 point. Responses that do not earn this point: • Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations. • Only hint or suggest other arguments. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument.

1 PT.
(1)

Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: 1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. 2. Articulating the implications or limitations of an argument (either the student's argument or arguments conveyed in the sources) by situating it within a broader context. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. 4. Employing a style that is consistently vivid and persuasive.

2 PTS.
(0)

n/a

3 PTS.
(0)

n/a

4 PTS.

n/a

(0)