

GERMAN ONLINE LEARNING WITH 6C IMPLEMENTATION STRATEGY IN SOCIETY 5.0 ERA: OPENING OPPORTUNITIES FOR 21ST CENTURY EDUCATION

Erin Alida Damayanti^{1*}, Ibrahim Asmorodina², Desti Nur Aini³

¹ State University of Malang, Indonesia, erindama26@gmail.com

² State University of Malang, Indonesia, asmribrahim3@gmail.com

³ State University of Malang, Indonesia, desti.nur.fs@um.ac.id

**Corresponding author:*

E-mail: erindama26@gmail.com

Abstract

Online learning has become an integral part of education, especially foreign language learning since the COVID-19 pandemic. To answer the demands of 21st century education, the right implementation strategy is essential. Among the noteworthy approaches is applying the 6C concept, namely collaboration, communication, critical, creative, character, and empowerment in online learning. In the realm of German language learning, the utilisation of the 6C concept greatly supports the development of competencies necessary for learners to succeed in the modern era. This research uses qualitative approach with descriptive research type. The research findings show that online learning has both positive and negative impacts on the learning process of German language and students' character development through the utilisation of the 6C concept. With the utilisation of the 6C concept in language teaching in the 21st century, it can be expected that the emergence of humanist aspects in education, such as value- and character-centred education and curriculum, which no longer focuses only on mastering subject matter.

Keywords: *Online Learning; 6C Concept; German Language Learning; 21st Century Education*

Introduction

Information and communication technology can be integrated with daily life in the era of society 5.0 or the 21st century. Mayumi Fukuyama in (Faruqi, 2019) argues that the era of society 5.0 is a period of global development using the concept of the future society envisioned by the Japanese government. The industrial era 4.0 focuses more on the production process, while society 5.0 emphasizes humans as the center of innovation while technological advances are used to improve quality of life, social responsibility, and sustainability. The Society 5.0 era is characterized by the integration of information technology in everyday life that affects all aspects of human life, in this case the education sector. Education is one of the sectors that always undergoes significant transformation as a result of technological changes and the dynamics of an ever-evolving

society(Gong et al., 2014). Within the framework of 21st century educational opportunities, education is no longer limited to the physical classroom environment using conventional text media as the main source of learning. Innovation in learning models and media and their application are important aspects of 21st century education(Aini et al., 2024).

The learning model applied must follow the needs of the future, one of which is the online learning model which is a collaboration between learning and the use of technology. According to (Dimyati & Mudjiono, 2006) online learning or known as e-learning is a form of technology utilisation in supporting the distance teaching and learning process. Online learning according to (Rigianti, 2020) is a new way of learning by utilising electronic devices in the form of devices or laptops, especially on internet access in its delivery in learning, so that online learning is entirely dependent on internet network access.

As happened in learning during the COVID-19 pandemic held by the State University of Malang in all study programs, one of which was the S1 German Language Education study program. It aims to continue to carry out learning and teaching activities, especially in German language learning and it is hoped that German language learning in Indonesia can continue to advance, develop and create more qualified and competitive human resources. One approach that has proven effective in enriching the quality of language learning is the 6C concept (*Mengenal Peran 6C Dalam Pembelajaran Abad Ke-21*, 2022), which includes Collaboration, Communication, Critical, Creative, Character and Citizenship. The application of the 6Cs in online German language learning is important to equip learners with skills that are relevant and in accordance with the demands of the Society 5.0 era which is filled with complexity, uncertainty and high dynamics. Through the exploration of learning that applies the 6C approach, it is hoped that it can answer the increasingly complex demands of 21st century education. (Usmaedi, 2021) states that students are not sufficiently equipped with the ability to read, write, and count. But it is also necessary to be equipped with global community competencies or so-called 21st century skills, namely the ability to communicate, be creative, think critically, and collaborate or known as 'Four C'. This statement is in line with this research which emphasises the ability of students to communicate, collaborate, think critically, creatively, character, and citizenship



(Susetyarini et al., 2022).

Figure 1 21st Century Skills
(Alismail & McGuire, 2015)

Therefore, this research will understand German language learning with the 6C approach in facing the era of Society 5.0 to open up 21st century educational opportunities that are full of potential and hope (Bialik et al., 2015). Collaboration in German language learning can help students to understand the importance of collaborating with people from different backgrounds and cultures, an increasingly essential skill in the era of globalization. Communication in German and critical thinking skills in assessing information in the language, as well as the ability to think creatively in expressing oneself in a foreign language are key to facing increasingly complex global challenges (Rachmi et al., 2024). Not only that, education in the 21st century must also pay attention to character and empowerment aspects. It is not only about improving academic skills, but also the formation of good character and empowering individuals to learn independently. Education in the era of Society 5.0 should equip learners with knowledge and skills, as well as develop strong character, including curiosity, integrity and critical thinking skills.

Method

This research uses a qualitative approach with a descriptive research type (Saleh, 2017). This method is used to answer the problem formulation in accordance with the research objectives about online learning in the era of Society 5.0. The subjects in this study were students of the State University of Malang undergraduate German Language Education study program class of 2020. For this data collection, we use a research instrument, namely a questionnaire. The questionnaire will include general questions about the implementation of online learning based on the 6C approach.

The steps needed in obtaining the data needed are by giving questionnaires to students of the State University of Malang undergraduate German language education study program class of 2020, then collecting data obtained from the answers of the questionnaire respondents. The data reduction process is carried out so that the data presented for this scientific work becomes relevant data.

Results

This research was conducted based on the experience of online lectures in the German Literature department at the State University of Malang with respondents from the 2020 and 2021 batches. The 16 respondents have shown the effectiveness of the online learning model through filling out questionnaires that have been carried out and the data can also be presented in real terms.

From the findings obtained, it shows the effectiveness and flexibility of online German learning. In this case, most of the online learning participants surveyed believe that this method is effective and provides the necessary flexibility in the learning process. This flexibility allows students and lecturers to schedule their classes according to their agreement. This is also a positive response to the shift to online learning necessitated by certain conditions, such as the pandemic.

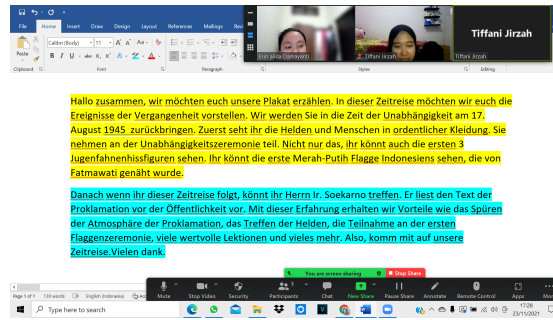


Figure 2 The Process of Online Learning

Furthermore, the data also shows that online learning facilitates students' learning process. The main reason is that this learning model can be done anywhere and anytime. In other words, students are not limited to physical classrooms and specific times.

Apakah platform daring membantu meningkatkan efisiensi dan fleksibilitas pembelajaran bahasa Jerman?
16 Jawaban

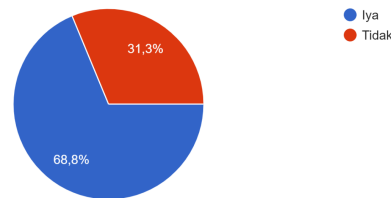


Figure 3 The Response of Online Learning Efficiency

A total of 68.8% of respondents stated that online platforms help increase the efficiency and flexibility of learning German, supported by the availability of many online learning platforms available on the internet. Currently, these platforms have been useful in supporting classroom learning. This means that students explore the various online learning tools and resources available.

The opportunity to explore and use these platforms can enrich students' learning experience. The existence of diverse online learning resources also makes it easier for all students to access learning materials from lecturers. Students are not limited to traditional teaching materials that are only available in the form of textbooks. This creates flexibility in the use of resources and allows for more interactive and creative teaching.

Overall, the results show that learning German online offers significant benefits, including efficiency, flexibility and easy access to a variety of learning resources. This opens up new opportunities in German language teaching in the digital age. In contrast, 31.3% of respondents stated that online platforms do not help improve the efficiency and flexibility of learning German.

Apakah Anda pernah berpartisipasi dalam proyek atau tugas kelompok dalam pembelajaran bahasa Jerman daring?
16 Antworten

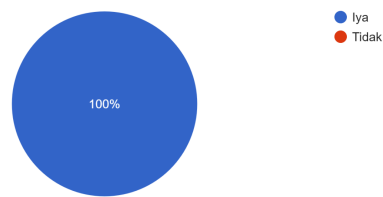


Figure 4 Projekt Participation Response

Furthermore, 100% of students participate in projects or group work in online German learning, an achievement that reflects teaching methods that encourage collaboration and social interaction. For example, in the Structure und Wortschatz II course, students were asked to form groups, develop grammar material, and present it in a lecture format. After the presentation, the presenters provided clear explanations and deeper insights. This emphasised the importance of project-based learning involving group work, helping students understand and apply German concepts in real-life contexts.

Apakah menurut anda pembelajaran daring bahasa Jerman dapat mempengaruhi pandangan anda terhadap budaya dan masyarakat Jerman?
16 Antworten

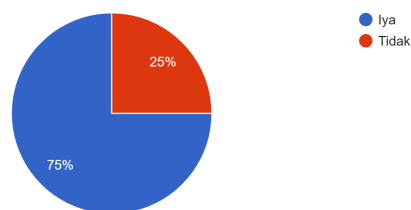


Figure 5 The Outlook of Online Learning

From the figure above, there are 75% of respondents who believe that online learning influences views on German culture and society. This emphasises that learning German should not be limited to linguistic aspects alone but should also provide a deeper understanding of German culture, traditions and society. Intercultural knowledge gained through German language learning is an important asset in the current era of globalisation. On the other hand, 25% disagreed that online learning of German can influence views on German culture and society.

Apakah anda merasa pembelajaran daring mempengaruhi anda terhadap situasi politik global?
16 Antworten

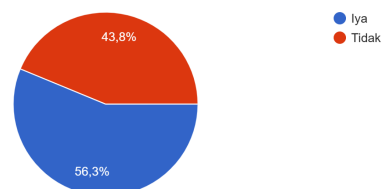


Figure 6 The Global Political Situation Connection With Online Learning

In addition, 56% of respondents said that online learning influences their understanding of the global political situation. This shows that learning German not only trains communication skills but also helps students understand and keep up with current global political developments.

Apakah Anda setuju bahwa pembelajaran bahasa Jerman secara daring membuka peluang pendidikan abad ke-21?
16 Antworten

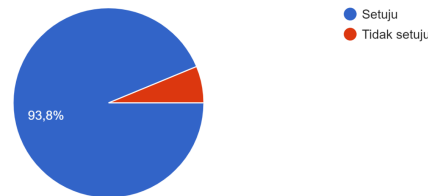


Figure 7 The Opportunity of 21st Century Education

In addition, the data shows that 93% of respondents view online learning as an opportunity for education to advance in the 21st century. Technological changes and shifts in education paradigms mean that students must be ready to accept new challenges. Through online learning, students can better adapt to these changes and utilise them to improve learning. On the other hand, 6.2% stated that online learning cannot be an opportunity in the advancement of education in the 21st century.

Apakah Anda percaya bahwa pembelajaran bahasa Jerman dengan strategi implementasi 6C mempersiapkan Anda untuk tantangan abad ke-21 ...pat menjadi SDM yang unggul dan berdaya saing?
16 Antworten

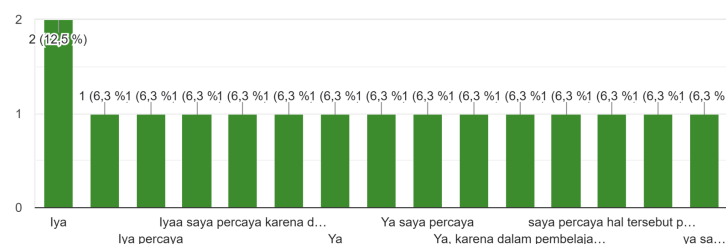


Figure 8 The Implementation of 6C Strategy in Online Learning

Finally, almost all respondents believe that the online learning model combined with the 6Cs implementation strategy can help students be ready to face 21st century challenges and create superior, dominant and competitive human resources. This underscores the belief in this approach to enhance skills, knowledge and competencies relevant to the digital age and globalisation. Therefore, this data provides an insight into the effect of German online learning on university students and their views on education.

Discussion

Application of online learning in German classes in the era of Society 5.0 revealed various benefits and challenges that need to be considered. In this survey, the majority of respondents said online learning offers This is reflected in the ability of students to access learning materials anytime and anywhere, and the This is reflected in the ability of students to access learning materials anytime and anywhere, as well as the This is reflected in the ability of students to access learning materials anytime and anywhere, as well as the ease of coordinating lecture schedules between lecturers and students. This

research is in line with the findings of (Farrelly et al., 2023) who found that online learning can increase the flexibility and accessibility of education and provide learning outcomes comparable to face-to-face learning. learning outcomes comparable to traditional face-to-face learning.

However, this flexibility also comes with its own challenges, particularly in relation to Internet access and appropriate technology tools. Not all students have equal access to technology, which can hinder the learning process. This limitation must be addressed through policies that support equitable access to technology for all students, especially those in remote areas and those with financial constraints. (Means et al., 2010) also supports this view by showing that limited access to technology can limit the effectiveness of online learning.

In addition, reliance on technology also requires good digital skills. This may be difficult for some students who are not very familiar with using technology. Therefore, training and technical support should be provided to ensure all students get the most out of the online learning platform. This is in line with research (Al-Shboul et al., 2013) which emphasizes the importance of digital literacy for online learning success.

Limited social interaction during online learning is also a big problem. The lack of direct interaction can affect the quality of communication and social relationships between teachers and students, which can affect students' learning motivation. Therefore, to reduce this negative impact, learning strategies that encourage active interaction, such as online discussions and video conferencing, should be introduced. Research (Hrastinski, 2008) shows that active participation in online discussions increases student engagement and motivation in online learning.

However, the opportunity to revolutionize education through online learning is enormous. Optimizing the use of technology to improve the quality of learning through interactive platforms and educational applications. Through continuous innovation and adaptation to technological development, online learning can be an effective and comprehensive educational solution in the era of Society 5.0. Research (Anderson, 2008) (Anderson, 2008) also shows that educational technology innovation can improve the quality and accessibility of online learning.

In summary, while online learning presents some challenges, the benefits in terms of flexibility and accessibility cannot be ignored. With careful planning, proper implementation, and the right strategies, you can optimize online learning, maximize its benefits, and minimize its risks. For online learning to remain an effective educational solution for everyone, continued support for innovation and adaptation to student learning needs is essential.

Conclusion

From the findings, this study consistently shows the effectiveness and flexibility of online German language learning. That is, most of the online learning participants surveyed believe that this method is effective and provides the necessary flexibility in the learning process. The results of this study reflect that students of the Department of German Literature at the State University of Malang have accepted the online learning model well. Respondents see that online learning not only allows for easy access to materials, but also provides flexibility in adjusting study time. This helps to increase students' attendance and engagement in learning German. In this digital era, online learning in German is emerging as a strong and relevant alternative to support higher education, with significant benefits that can enhance students' learning experience. With careful planning and implementation,

and appropriate strategies, online learning can be optimised to maximise its benefits and minimise its risks. Furthermore, it is important to continuously innovate and adapt to technological developments and student learning needs so that online learning can be an effective and beneficial educational solution for all.

References

- Aini, D. N., Ikhsani, M. I., Damayanti, E. A., & Indrisani, Y. (2024). "KLUB LESUNG": An innovative approach to engage students in german literature through sketch videos. In *Inclusive, Sustainable, and Transformational Education in Arts and Literature*. Routledge.
- Alismail, H. A., & McGuire, P. (2015). 21st Century Standards and Curriculum: Current Research and Practice. *Journal of Education and Practice*, 6(6), 150-154.
- Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*, 3(2), Article 2. <https://doi.org/10.5539/ijel.v3n2p32>
- Anderson. (2008). *The Theory and Practice of Online Learning*—Athabasca University Press | Athabasca University Press. <https://www.aupress.ca/books/120146-the-theory-and-practice-of-online-learning/>
- Bialik, M., Fadel, C., Trilling, B., Nilsson, P., & Groff, J. (2015). *Skills for the 21st Century: What Should Students Learn?*
- Dimiyati & Mudjiono. (2006). *Belajar dan pembelajaran / Dimiyati, Mudjiono | OPAC Perpustakaan Nasional RI*. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=630363>
- Farrelly, G., Trabelsi, H., & Cocosila, M. (2023). Exploring Online Learning: Student Feedback on Factors for Effective Online Learning Post COVID-19. *Creative Education*, 14(12), 2416-2429. <https://doi.org/10.4236/ce.2023.1412155>
- Faruqi, U. A. (2019). Future Service in Industry 5.0: *Jurnal Sistem Cerdas*, 2(1), Article 1. <https://doi.org/10.37396/jsc.v2i1.21>
- Gong, X., Zhang, B., Kong, B., Zhang, A., Li, H., & Fang, W. (2014). Research on the Method of Calculating Node Injected Reactive Power Based on L Indicator. *Journal of Power and Energy Engineering*, 02(04), 361-367. <https://doi.org/10.4236/jpee.2014.24048>
- Hrastinski. (2008). *Asynchronous and Synchronous E-Learning | EDUCAUSE Review*. <https://er.educause.edu/articles/2008/11/asynchronous-and-synchronous-elearning>
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies*. US Department of Education. <https://docs.edtechhub.org/lib/57ASU8B5>
- Mengenal Peran 6C dalam Pembelajaran Abad ke-21*. (2022, September 30). Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. <https://www.kemdikbud.go.id/main/blog/2022/09/mengenal-peran-6c-dalam-pembelajaran-abad-ke21>
- Rachmi, Surachman, A., Putri, D. E., Nugroho, A., & Salfin. (2024). Transformasi Pendidikan di Era Digital Tantangan dan Peluang. *Journal of International Multidisciplinary Research*, 2(2), Article 2. <https://doi.org/10.62504/6y4qb169>
- Rigianti, H. (2020). KENDALA PEMBELAJARAN DARING GURU SEKOLAH DASAR DI BANJARNEGARA. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 7. <https://doi.org/10.31316/esjurnal.v7i2.768>
- Saleh, S. (2017). *Analisis data kualitatif*. Pustaka Ramadhan, Bandung.
- Susetyarini, E., Nurohman, E., & Husamah, H. (2022). Analysis of Students' Collaborative, Communication, Critical Thinking, and Creative Abilities through Problem-Based Learning. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 6(1), Article 1. <https://doi.org/10.36312/esaintika.v6i1.584>
- Usmaedi, U. (2021). EDUCATION CURRICULUM FOR SOCIETY 5.0 IN THE NEXT DECADE. *Jurnal Pendidikan Dasar Setiabudhi*, 4(2), Article 2.