
Implementation of Buya Hamka's Thoughts on Student Discipline Character Building in the Era of Society 5.0

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Abstract: This study aims to analyze the implementation of Buya Hamka's thoughts in the formation of student discipline character, especially in the era of Society 5.0 which is marked by the rapid development of technology. This era brings both challenges and opportunities for education, especially in dealing with the impact of digitalization that affects students' behavior and mindset. Buya Hamka, through his works such as *Tafsir Al-Azhar* and *Di Bawah Lindungan Ka'bah*, taught the importance of moral values, discipline, and responsibility in shaping individual character. This research uses the literature study method by linking the principles of discipline according to Buya Hamka with modern technology-based educational approaches. The results show that the moral values promoted by Buya Hamka, such as time discipline, responsibility, and honesty, are very relevant to be applied in the context of education in the era of Society 5.0. The application of these values can improve student discipline and form strong characters, who are not only academically intelligent, but also responsible and moral. This research provides recommendations for educators to integrate Buya Hamka's thoughts in the curriculum and technology-based teaching methods, in order to create a generation that is disciplined, moral, and ready to face the challenges of the times.

Keywords: Moral; Character; Society 5.0

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INTRODUCTION

The Society 5.0 era initiated by Japan brings a vision of a more human-oriented society, with technology and innovation serving to improve the overall quality of life (HUDA et al., 2022; Khoirudin et al., 2023). This concept introduces revolutions in various aspects of life, including in the field of education (Alimuddin et al., 2023; Nurjanah & Mukarromah, 2021). In the midst of growing digitalization, education faces great challenges in shaping student character (A. Z. I. Nasution et al., 2024; S. Nasution et al., 2023; Yandri et al., 2023). Overuse of technology by students often leads to a shift in important foundational values, such as discipline, responsibility, and self-control (Insani, 2024). This is becoming increasingly relevant in Indonesia, where the younger generation is beginning to prioritize the convenience of technology and social media over the development of strong character. Based on data from the Central Statistics Agency (BPS) in



2021, the use of gadgets among students reached 70%, indicating that the digital world plays a very large role in students' daily lives. However, this phenomenon also has the potential to disrupt the formation of a disciplined character in the learning process.

One of the most important characters in education is discipline (Rindawan et al., 2020; Sinaga et al., 2023). Discipline does not only talk about compliance with established rules or schedules, but also includes personal responsibility, perseverance, and integrity in every action (Mantasya, 2022; Nata et al., 2024). In the context of education in the era of Society 5.0, the character of discipline is becoming increasingly important. With technological advances, students are faced with very diverse and easily accessible information (Parwati & Pramatha, 2021; Setiawan et al., 2023), which can confuse them in sorting out what needs to be learned and what does not. Therefore, discipline in students is an important factor that will determine whether they are able to utilize these technologies wisely or instead get caught up in negative dependence (Faiza & Firda, 2018; Siagian & Marbun, 2024). Without good discipline, students tend to lose focus in learning, which ultimately affects the quality of their education.

Students with character are students who are disciplined. Therefore, discipline must be applied in the world of education, so that each student will have a great sense of responsibility as a student (Gardner, 2021). Self-discipline in carrying out an action that is tried unchangingly and continuously will become a routine that influences the achievement of excellence. It is an action that proves an orderly attitude and obeys various terms and regulations (Pradina et al., 2021). Ideally, when the school environment is created well and in accordance with the standards of educational quality, it can form the character of discipline and responsibility of students well. However, the phenomenon found in the field, there are some students who have not realized that the character of discipline is so important. There are some students who do not obey school rules, for example arriving late, not wearing a complete uniform, minimal politeness and courtesy when meeting older people (Gampu et al., 2022).

In this case, Buya Hamka's thoughts on education and morality can be a very relevant foundation. Buya Hamka, who is known as a great Indonesian scholar, intellectual, and writer, has deep thoughts regarding moral values in education (Prayoga et al., 2022; Salsabilla et al., 2024; Saputra, 2019). He believed that education should not only emphasize on the transfer of knowledge, but also on the formation of good character and morals (Hamidah et al., 2019; Rauf, 2024). In his books, Buya Hamka often emphasized the importance of discipline in everyday life. According to him, discipline is the key to achieving noble life goals, both in personal and social contexts (Ani & Irawan, 2024; Atmojo, 2018). In his view, discipline is not only related to punctuality or academic obligations, but also includes self-control, honesty, and responsibility towards oneself and others

(Fatimah & Ramdani, n.d.; Prasetya & Cholily, 2021). These values should be applied in education in the era of Society 5.0, so that students can develop a strong character in the midst of rapid changes.

The application of Buya Hamka's thoughts in modern education is very relevant, especially in the context of discipline character building among students (Arif et al., 2024; Hanifah & Bakar, 2024). His thoughts on morality and character education provide a clear direction for educating students to be not only intellectually intelligent, but also emotionally and socially mature (Hanifah & Bakar, 2024; Putri et al., 2024). In the digital era, technology-based education should not neglect moral and ethical aspects (Salwa et al., 2024; Sulaiman, 2017; Zebua et al., 2024). Therefore, the integration between Buya Hamka's thoughts and technology must be done wisely. In practice, the disciplinary values taught by Buya Hamka can be applied in various learning methods that utilize technology, such as online learning, educational applications, and social media. By combining technology with the principles of character education, students can learn to utilize technological advances wisely, without losing their way in building a strong disciplinary character (Agus & Paula, 2024).

This article aims to dig deeper into how Buya Hamka's thoughts can be implemented in the formation of student discipline character in the era of Society 5.0. By understanding the values contained in his teachings, it is hoped that effective strategies can be found to integrate discipline in the modern learning process. This research is also expected to provide new insights into how character education in the digital era can go hand in hand with technological developments, without neglecting moral and ethical values. As a generation living in the midst of digital progress, students must be trained to be responsible, disciplined and wise in facing the challenges of the times. Thus, education will not only produce intelligent individuals, but also individuals who have noble character and are ready to contribute positively to society

METHODS

The method of writing this scientific article is by using the literature study method or library research. Reviewing theories and reviewing literature books that are in accordance with the theories discussed, especially the scope of Buya Hamka's thoughts on student discipline and character formation in the era of society 5.0. In addition, it also analyzes reputable and un reputable scientific articles and journals. All scientific articles are sourced from Google Scholar, Sciene Direct and other scientific platforms (Ali et al., 2022).

This research uses the literature study method, which refers to the analysis of various sources related to Buya Hamka's thoughts, character education literature, and studies on Society 5.0. The main data sources come from Buya Hamka's works, such as "*Tafsir Al-Azhar*" and "*Di Bawah Lindungan Ka'bah*", which contain high moral values and discipline. In addition, studies on

character education written by experts are also important references in this research. The analysis is conducted by linking the principles of discipline according to Buya Hamka with the modern educational approach applied in the Society 5.0 era. In this context, it is important to understand how the values promoted by Buya Hamka can be adapted and applied in an educational environment that is increasingly influenced by technology. Data and information obtained from various literatures will be analyzed to gain a comprehensive understanding of the relevance of Buya Hamka's thoughts in the current educational context.

For example, research conducted by Universitas Pendidikan Indonesia shows that the application of character values in education can increase student discipline by 30% (UPI, 2022). This shows that there is a positive relationship between the application of moral and character values and the level of student discipline. Thus, this research aims to dig deeper into how Buya Hamka's thoughts can contribute to the formation of disciplinary character among students in the era of Society 5.0.

RESULTS

According to Hamka, good and bad deeds are free choices that must be accounted for by humans who are not only guided by reason but also based on sharia. For that reason, the motivation for Muslim actions is transcendental, namely seeking the pleasure of Allah SWT, to achieve happiness in the world and the hereafter. From this statement, it is very clear the integrity of Hamka's thoughts on ethical discipline that integrates religious religious buildings and rational philosophy (Baehaqi, 2022).

Buya Hamka's thoughts on discipline can be seen from the various principles he taught in his works. One of the main principles is the importance of time discipline. Buya Hamka taught that time is a mandate that must be guarded and utilized properly (Fadilah & Mahmud, 2024). In the context of education, time discipline becomes the foundation for students to manage their learning activities effectively. Research shows that students who have good time discipline tend to have higher academic achievement (Santoso, 2021).

In addition to time discipline, Buya Hamka also emphasized Islamic education values that include responsibility and honesty (Salsabilla et al., 2024). In his view, good character must be built from strong moral values. Character education based on Islamic values can help students to develop an attitude of responsibility towards themselves and the environment (Rozi & Hasanah, 2021) . A study by the Educational Research Institute shows that the implementation of Islamic values-based character education can increase students' social awareness by 40% (LPP, 2020).

In the era of Society 5.0, the integration of technology with education is a must (Luthfiah et al., 2024) . This creates new challenges for educators to adapt teaching methods to suit the times.

These challenges include changes in student behavior influenced by digitalization. According to a survey conducted by the Ministry of Education and Culture, 65% of students claimed to prefer learning through digital media compared to conventional methods (Kemendikbud, 2022). Therefore, it is important to find the right way to integrate Buya Hamka's values in technology-based learning.

The application of Buya Hamka's values in technology-based learning can be done through various methods, such as e-learning and gamification (Windasari & Visita, 2019). E-learning allows students to learn independently while still paying attention to disciplinary values, while gamification can increase students' learning motivation through a fun approach. Thus, this conceptual framework will lead to a deeper understanding of how Buya Hamka's values can be applied in the context of modern education (Yusuf & Kuswandi, 2023).

DISCUSSION

Buya Hamka's thoughts are not only relevant in the religious field, but also have a major contribution in character education, especially in the formation of student discipline. His works, such as *Tafsir Al-Azhar* and *Di Bawah Lindungan Ka'bah*, contain very high moral and disciplinary values and can be used as guidelines in modern education, especially in the era of digital Society 5.0. In *Tafsir Al-Azhar*, for example, Buya Hamka emphasizes the importance of discipline in daily life, which is also related to how one treats time, family, and society. This reminds us that discipline is not just a matter of rules that must be obeyed, but also relates to integrity and commitment to act in accordance with the values believed.

One of the values of discipline that can be taken from *Tafsir Al-Azhar* is respect for time, which is one of the main teachings in many religions and cultures. Buya Hamka in his tafsir emphasizes that time is a mandate that must be used as well as possible. Therefore, the implementation of time discipline in schools can be a concrete example of applying his teachings. For example, by implementing a strict schedule and ensuring students are present on time, schools can teach the importance of time responsibility. Research conducted by the Association of Secondary Schools (ASM, 2021) shows that schools that implement time discipline consistently experience a 25% decrease in student absenteeism. This is evidence that time discipline implemented in educational settings is very effective in improving the quality of learning and student discipline.

Furthermore, in *Di Bawah Lindungan Ka'bah*, Buya Hamka describes the value of responsibility through the characters in the story. The protagonist in this novel shows that discipline is not only limited to individual actions, but also relates to social interaction and commitment to a larger task. This value of responsibility can be applied in education through group projects, where students are taught to work together and value the contributions of their peers. Group projects teach students to be responsible for the tasks assigned, respect the opinions of others, and maintain good cooperation. Research by Hidayat (2022) showed that students involved in group projects had higher

levels of discipline compared to those who studied individually. This illustrates that education that involves collaboration will be more profound in instilling disciplinary values.

In the era of Society 5.0, the use of technology in education provides its own challenges and opportunities in the application of Buya Hamka's thoughts. In this case, Buya Hamka's method of teaching moral values can be adapted in the form of technology-based learning, such as e-learning or social media. For example, online learning materials can be accompanied by videos that highlight inspirational stories about discipline and responsibility. The values in Buya Hamka's works can be translated into stories that are relevant to the lives of today's students, so they can learn while understanding the importance of having a strong character. Thus, although the media used is modern technology, the essence of Buya Hamka's teachings on discipline will not be lost. Technology, if used wisely, can be a very effective tool to educate students about the moral and ethical values present in his teachings.

The biggest challenge in implementing Buya Hamka's values in the digital era is students' resistance to learning methods that are considered old-fashioned or irrelevant. Some students may feel that traditional moral teachings taught at school are less interesting and do not suit their needs in this digital age. Therefore, the integration of technology in education must be done carefully and wisely. The right strategy is to combine technology with moral teachings in a more interactive and relevant form. For example, by using game-based learning applications that teach disciplinary values, or even through social media platforms that invite students to discuss the importance of discipline in their daily lives. Along with the times, it is important to maintain a balance between the traditional values taught by Buya Hamka and the need for more dynamic and fun learning in the Society 5.0 era.

Recent research conducted by the Character Education Foundation (YPK, 2023) shows that 78% of students feel that the moral values taught at school really help them in facing the challenges of life in the digital era. This proves that despite the growing digital world, the values of discipline and morality remain very relevant and necessary in students' daily lives. Through the application of Buya Hamka's thoughts, education can shape the character of students who are not only smart in the academic field, but also have high morality and strong discipline. Thus, education that integrates Buya Hamka's values and technology will produce a generation that is not only skilled in technology, but also mature in character.

CONCLUSION

Buya Hamka's thoughts have a very important role in shaping students' disciplinary character, especially in the era of Society 5.0 which is characterized by rapid technological development. The integration of moral values promoted by Buya Hamka with modern educational

approaches is the right solution to create a disciplined, moral, and resilient generation. By adopting this approach, it is hoped that educators can produce students who not only have good academic abilities, but also strong and responsible characters in the midst of increasingly complex times.

The limitation of this study is that the main literature sources used mostly come from Buya Hamka's general writings. This can lead to various interpretations of his thoughts. The limitation of empirical data is a challenge because this study only relies on text analysis without involving field studies or direct interviews with relevant parties. Finally, due to the limitations of the literature study, this analysis may not yet cover all perspectives of learning disciplines discussed in Buya Hamka's works.

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