

AXIOLOGICAL REVIEW OF THE LOVE-BASED CURRICULUM (KBC) AND ITS RELEVANCE TO SOCIETY 5.0

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Abstract

This study examines the axiological values contained in the Curriculum of Love (KBC) and its relevance to the value system of the Society 5.0 era. Using a qualitative descriptive approach through a literature review, this research analyzes various academic sources on value-based education and human-centered digital society. The findings reveal that KBC deeply integrates moral, spiritual, and humanistic values that balance technological advancement with ethical awareness. The value of love serves as an axiological foundation that guides learners to become intelligent, ethical, and well-characterized individuals. In the context of Society 5.0, KBC offers a meaningful educational paradigm that places humans at the center of scientific and technological development. This study provides a highly significant and relevant theoretical contribution to strengthening character education that aligns with human values in the digital era.

Penelitian ini menelaah nilai-nilai aksiologis yang terkandung dalam Kurikulum Berbasis Cinta (KBC) serta relevansinya dengan sistem nilai masyarakat era Society 5.0. Dengan menggunakan pendekatan kualitatif deskriptif melalui studi literatur, penelitian ini menganalisis berbagai sumber akademik tentang pendidikan berbasis nilai dan masyarakat digital yang berpusat pada manusia. Hasil kajian menunjukkan bahwa KBC memadukan nilai moral, spiritual, dan kemanusiaan yang menyeimbangkan kemajuan teknologi dengan kesadaran etis. Nilai cinta berfungsi sebagai landasan aksiologis yang menuntun peserta didik menjadi pribadi cerdas dan ber karakter. Dalam konteks Society 5.0, KBC menawarkan paradigma pendidikan yang menempatkan manusia sebagai pusat perkembangan ilmu dan teknologi. Kajian ini memberikan kontribusi teoretis yang sangat penting terhadap penguatan pendidikan karakter yang selaras dengan nilai-nilai kemanusiaan di era digital.

Keywords: *Character Education, Love-Based Curriculum, Axiology, Society 5.0, Digital Ethics*

A. Introduction

The development of digital technology has brought humanity into an era often called Society 5.0. Where artificial intelligence (AI), the Internet of Things (IoT), big data, and other digital ecosystems not only support daily life but also form the basis of social, economic, and cultural structures (Teknowijoyo & Marpelina, 2022).

In the current context of Indonesian education, this transformation requires the education system to not only be oriented towards mastery of technology or cognitive skills, but also emphasize the strengthening of values, character, digital literacy, and ethics as inseparable elements of the learning process (Hidayat & Handayani, 2022).

In line with this, other research shows that in the Society 5.0 era, there must be a shift from "technology as a tool" to "technology as a means to actualize human values." In research written by (Teknowijoyo & Marpelina, 2022) The advancement of Industry 4.0 and Society 5.0 in education in Indonesia does not only focus on technological innovation in learning, but more on value-motivated aspects, where technology must be combined with social responsibility and human values.

Therefore, the Love-Based Curriculum (KBC) is an effort to balance Indonesian educational values with the aim of instilling a love of knowledge, compassion, respect for others, and concern for the environment. The concept of love-based education is considered to have the ability to support character amidst the rapid flow of digitalization, where social and spiritual values are often considered unimportant. According to the Global Science Journal, digital literacy and character education must complement each other, because digital literacy teaches technical skills, while character education teaches moral and humanitarian orientation (Agung et al., 2025).

Thus, an axiological study of the Love-Based Curriculum (KBC) is crucial. This study seeks to explore the core values contained in the KBC from an axiological perspective; to examine how the value system has developed in the Society 5.0 era; and to assess the relevance of the love values espoused by the KBC to the nature and needs of a modern, technology-driven society. Therefore, it is hoped that this research will provide theoretical and practical contributions to developing a curriculum that will not only prepare a generation that excels in technology but will also be firmly rooted in noble human values.

B. Literature Review and Hypothesis Development

KBC From an Axiological Perspective

From an axiological perspective, the Love-Based Curriculum (KBC) is not merely an idealistic idea, but rather a foundation of values that restore the meaning of humanity in the educational process. Axiology, as a branch of philosophy that studies values and benefits, positions KBC as a systematic effort to instill love as a moral, social, and spiritual energy that guides human behavior. Rahmawati and Hadi (2023) state that "love-based education does not only focus on intellectuality,

but also fosters ethical and empathetic awareness so that humans can live in harmony and social responsibility." Thus, KBC plays an important role in shaping individuals who not only think critically but also possess moral sensitivity and emotional maturity.(Multidisciplinary et al., 2025). (Ministry of Religion of the Republic of Indonesia, 2025) also said that from an axiological perspective, the Love-Based Curriculum (KBC) not only functions as an ethical guide that directs the use of science and technology to be on the side of humanity (ISLAM, 2025).

The values that serve as guidelines in the development of the Love-Based Curriculum (Ministry of Religion of the Republic of Indonesia, 2025) can be described in nine main aspects that shape the character of students as a whole, namely: 1) Empathy; 2) Compassion; 3) Tolerance; 4) Justice and Equality; 5) Respect and Humility; 6) Humanity; 7) Cooperation and Collaboration; 8) Justice and Responsibility; 9) Self-Confidence and Creativity(ISLAM, 2025).

These nine values form the axiological basis for curriculum development that places love at the center of learning. By instilling the values of empathy, compassion, and collaboration, KBC plays a role in balancing intellectual intelligence with emotional and spiritual intelligence.(ISLAM, 2025).

Value System of Society in the 5.0 Era

Through the Fifth Science and Technology Basic Plan, the Japanese government introduced the concept of Society 5.0 for the first time in 2016.(Fukuyama, 2018)This idea emerged as a response to the digital disruption occurring in Industry 4.0. The goal is to build a human-centered society, or a human-centered society, by integrating physical and cyberspace to achieve social well-being.(President et al., 2019). Thus, the primary goal of Society 5.0 is to make humans the center of technological development. Technology exists not to replace humans but to enhance human well-being through the integration of the physical and digital worlds.

The Society 5.0 value system prioritizes a balance between humans and technology. Technology becomes a tool to enhance the meaning of human life, rather than a primary element in today's society.(Slameto, 2019)Society 5.0 is a society that uses digital innovation to achieve sustainability, justice, social progress, and inclusion. This means that every technological advancement is based on human values.

(Yusuf & Ar Rosyid, 2023) said that in the Indonesian context, the nation's basic values such as Pancasila, mutual cooperation, and social responsibility are always attached to the values of Society 5.0.(Yusuf & Ar Rosyid, 2023) also emphasized that technological advances in the 5.0 era have both

positive and negative impacts on social structures. On the one hand, the digital economy and easy access to information can increase productivity and well-being, but on the other hand, social values such as empathy are diminished, individualism is increased, and moral awareness is diminished in the use of social media (Society et al., 2023). So therefore (Ulya & Nursikin, 2023) argues that values education must be the basis of society in the 5.0 era so that the younger generation can adapt without losing their moral and spiritual direction.

Amidst the rapid digitalization, they emphasized the importance of instilling human values, empathy, integrity, and responsibility. (President et al., 2019) He stated that reforming the education system is the first step towards a society of good character in the 5.0 era. Therefore, education must be flexible, emphasizing critical, creative, and collaborative thinking, balanced with strengthening morality and spirituality. In this situation, technology serves as a medium, not an end in itself. (Islam & Darullughah, 2025) reinforces this idea by stating that education based on love and human values is necessary to balance technological advances with emotional and spiritual aspects in facing the moral challenges of the digital age. In an increasingly individualistic world, values based on love become the binding core that fosters empathy, solidarity, and social responsibility.

Based on this theoretical framework, this study proposes a conceptual hypothesis that: **Integration of love values in curriculum design can strengthen human-centered education in the Society 5.0 era, by balancing technological progress and moral-spiritual integrity.**

This hypothesis is conceptual and forms the basis for further empirical research on value-based education models.

C. Research Method

This study conducted a literature review using a descriptive qualitative approach. This study aims to examine the axiological values of the Love-Based Curriculum (KBC) and its relationship to the value system of society in the Society 5.0 era using existing scientific sources. Literature research, according to (Snyder, 2019), is carried out with the aim of finding, evaluating, and interpreting all research results related to a particular topic so that it can provide a complete theoretical understanding of the problem being discussed.

The research procedure includes three main stages, namely: 1) Data collection, Data was collected by conducting a literature search on keywords such as "Love-Based Curriculum", "axiology of education", "Society 5.0", "special education", and "Love-Based Curriculum" through

databases such as Google Scholar, DOAJ, ScienceDirect, and Garuda. All relevant academic sources, including Sinta-accredited national journals, high-quality international journals, and scientific books, data analysis, and presentation of study results. 2) Data Analysis, The analysis was carried out using a content analysis model, which is centered on understanding the meaning and value of various literatures. 3) Presentation of study results, then, the results of the analysis are arranged descriptively-comparatively to show the relationship between KBC values and human value needs in the Society 5.0 era. To reach logical and applicable conclusions, researchers compare the theory of value education with the current social conditions of society. The literature study method was chosen because it is flexible and allows researchers to examine various academic perspectives without conducting direct experiments.

D. Discussion

The educational paradigm worldwide has been transformed by the rapid advancement of digital technology in the era of Society 5.0. To meet these changes, education systems must consider humanitarian, moral, and spiritual aspects in addition to technological mastery and cognitive intelligence. In such a situation, the Love-Based Curriculum (KBC), an educational approach that focuses on combining technological advancement with the strengthening of human values, becomes highly relevant.

Studies show that instilling the values of love in learning can increase students' social responsibility, empathy, and moral awareness. This is in line with the opinion of (Murtiningsih et al., 2023) which emphasizes that in facing the era of Society 5.0, to ensure that technological advancements do not erode moral and humanitarian values, education must emphasize character development through digital teaching. Technology must be positioned not merely as a mechanical tool in the learning process, but as a means to enhance collaboration and character.

Besides that, (Sugiarto & Farid, 2023) states that for students to use technology wisely and responsibly, digital literacy must be accompanied by character building. Digital literacy can only be successful if combined with moral literacy, which teaches students to apply ethical principles, compassion, and empathy in digital interactions. This opinion reinforces the view that modern education needs to develop a balance between artificial intelligence and human emotional intelligence.

Furthermore, (Kuswanto, 2025) emphasized that amidst the increasingly individualistic digitalization, love-based education is crucial for maintaining spirituality and humanity. By integrating the value of love into the curriculum, education becomes not only a process of transferring knowledge but also a process of developing a holistic personality rooted in social and spiritual values.

Thus, the Love-Based Curriculum (KBC) can be understood not merely as a pedagogical innovation, but as an axiological movement that revives the essential purpose of education: to shape individuals with a balance between reason, heart, and action. From an axiological perspective, the value of love serves as a moral and spiritual foundation that guides the use of technology so that it remains on the side of humanity. KBC offers a balance between digital intelligence and moral intelligence, between progress and virtue. Through the values of love, education in the era of Society 5.0 can maintain the dimension of humanity so that it is not reduced by technological rationality. In this way, KBC acts as a bridge between science, ethics, and spirituality, while providing a new direction for civilized education amidst the dynamics of digital civilization.

E. Conclusion

The Love-Based Curriculum (KBC) is not only an ideal educational concept but also a moral requirement for education in the era of Society 5.0. The values of love, empathy, and humanity are increasingly needed to ensure education remains steadfast amidst the rapid advancement of technology. The KBC reminds us that learning success is not measured solely by technological sophistication; rather, it is measured by the human ability to behave wisely and cautiously in a digital world filled with technology. A curriculum based on love represents a balance between reason and heart, between progress and humanity. The spirit of every educational process should be at the center of education.

In practical terms, the implementation of KBC can be achieved through the integration of humanitarian values into curriculum design, collaborative learning strategies, and teacher training based on moral awareness and empathy. Meanwhile, further research can be directed at developing KBC implementation models at various levels of education, or empirical studies on the effectiveness of the value of love on character formation and digital literacy in students.

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