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Art Education Designs in the Hyperreality Post-Truth Society Era

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ABSTRACT
Educational components are centered on the students, the learning materials and the society, despite the fact that education tends to practically ignore the society component. Education is also limited to the interaction among the teacher and the students during learning activities in the classrooms. The basic concepts of philosophical thoughts are no longer on the modern era, but on the post-modern era. Jean Boudrillard defined this as the hyperreality society urged by the abundance of *simulacrum* within the society that leads to the blur of truth, known as the psot-truth era. The emerge of simulacra is supported by the advancement of the Internet of Things and cthe convergence between televisions, telephones, and personal computers that once were separated, that become the 4th digital technology industries. The educational designs to cope with hyperreality, post-truth, and digital technology of internet of tings (IoT) needs philosophical, critical and applied basis to be appropriate with the society condition. In order to solve the problem, educational designs need literacy mastery onvolving 4 components, namely: (1) critical thinking literacy, (2) media and technology literacy, (3) communication literacy, (4) culture creativity literacy. These four components must be involved within the learning processes at the elementary, secondary and tertiary educational levels.

Keywords: *Hyperreality, critical thinking, technology literacy*

1. INTRODUCTION

The main challenge on art education is to combine the triadic components of education. The triadic components of education are centered on society, materials and the students, or learners [11]. However, art education, as in education in general, tends to limit the meaning of education merely to the knowledge transfers between the teacher and the students. Also, the development of science is only about the development of learning methodology for the knowledge transfer within the classroom. The indicator of educational success means the success of methodology for the knowledge transfer between the teacher and the students, which further indicates the success of the materials.

Education in general, and art education forget to elaborate the society-centered aspects of education. The paradigm of society aspect which embosses as the society culture of a modern era, with modern philosophy, strongly rooted to this day. This is emphasized by the empirical and philosophical mindset that create *unified scientific*, or, scientific learning. Scientific materials transfer follow the scientific patterns of the positivistic-empirical thoughts, while the philosophical thinking developing after the modern era went unnoticed. The modern era after the post-modern era is the era of hypperality society, and post-truth society of the industry 4 and 5 era. The philosophical bases of education is considered outdated as people tend to implement the philosophical thoughts of 17th and 19th century – empirical philosophy – post structuralism – scientific positivistic. The basic development of philosophy has been in accordance with post-positivistic thinking, post structuralism and critical-deconstruction thinking. The research in art education seem to always use this positivistic-empiric thinking patterns.

As the advancement of digital technology and the postmodern philosophical thinking and the hyperreality and post-truth society, were not involved in the scope of educational sciences. The advancement between technology and hyperreality society need to be involved in the educational sciences to be the foundation and philosophy of educational development, curriculum study, materials development, learning ethodology, student-teacher interaction, learning sources and the contextualization of contemporary society.

This article was based on literature review, and journals dealing with this problem. The analysis was conducted through phyilosophical thinking paradigm to solve the problems on education within contemporary and hyperreality society. The learning materials learned at schools were contextually inappropriate given the fact about the progress of contemporary society. This article

is aimed at finding solutions to fullfill the gap between educational systems at school and the needs of digital-hyperreality society.

2. FINDINGS AND DISCUSSIONS

2.1. Hyperreality Society

Today's society is the semiotic society of Industry 4 era. The semiotics of the first and second industrial era were empirical object semiotics. Signs, icons and symbols were physical and they can be accessed by the five senses. However, the semiotics in Industry Era 4 is the virtual semiotis as the result of digital and technological computerization advancements. Internet of things, artificial intelligence, automatic vehicles, 3D printings, nano technology, biotechnology and quantum computing with the algorithm [10]. Today's semiotics is no longer empirical, yet, visual, designed to meet the needs of the industry, which is montaged through a wide range of animation objects. Education is faced with huge disruption, especially during the pandemic era of COVID-19, where the learning processes are no longer conducted in the classrooms, yet the online learning systems. This means that there is a big gap between education at schools and the conditions of today's society.

The society will keep changing from the mythical thinking period in 1500s to today's postmodern mythical era of industry 4 and 5. Today's myths will alsoi be different from that of the pre-enlightment and modern era**.** It is also easier to make a narration out of today's myths than that of the past [8]. Technology and mass media advancement keep on progressing recently. The availability of internet access, known as Internet of Things, the all-in-one intelligence system to solve problems better than human's brain. The artificial intelligence. The complicated algorithm combined with technology, communication and media contents make it possible for humans to benefit the combination among computers, telephones and televisions which was once stand alone to converge [7].

The world's technology acceleration in the era of Industry 4 and 5 will definitely result in the changing of mindset and behavior of the society. Today's society has implemented distinctive ways of social relationship patterns, compared to the pattern of the Industry 3's modern society. The life pattern of today's society is known as the hyperreality society. The word 'hyperreality' is a terminology of Boudrilard stating that the 'mock' objects in the technology advancement period become more than the real objects themselves. The era before the 15th century was an era of mythical thoughts where people tried to explain social phenomena through the stories of Gods and Goddesses, and the supranatural power possessed by the universe. Meanwhile, the 17th to 20th century period is known as the modern-positivistic era, and the early 20th century to the 21st century period is known as the postmodern – hyperreality [6][9]. Hyperreality society is defined as the society living with media-manipulation environment which creates blurs among things ontology, human beings, multimedia products in terms of defining the genuine and the artificial things, and where the artificiality can no longer be distinguished. People even prefer artificial worlds rather than genuine ones. The public is also presented with a simulacra culture, a culture of imitation and a culture of media engineering.

2.2. Hypperreality Society towards the Post-truth Society

Hyperreality society is accustomed to the simulacra phenomenon in everyday life. Simulacra according to Boudrulard is the concept of imitation in today's human culture. Simulacra occurs in 3 things, namely (1) simulacra is naturalistically based on images, imitation and falsification of natural purposes such as the creation of God. (2) Simulacra production based on energy and strength materialized by industrial machines. (3) Simulacra simulation is based on information, models, cybernetic games aimed at full operation, hyperreality and total control [1]. The more complex the simulacra are, the more people become more confident about the message being conveyed. The first Simulacrum still exists in the form of real objects, goods. Nature, an imitated living being. The second simulacrum is increasingly blurred because it is a virtual imitation where there is actually nothing, it is an imaginary creation that can be realized. The sound of the trumpet, or violin on the keyboard, does not actually represent the sound of the original trumpet sound that is imitated. Or, in other words, the trumpet itself that is imitated does not exist, so it is an imitation that is not based on the reality of the musical instrument. A more complex simulacrum combines all media: animation, photo montages, pictures, videos, written narrative, where the complexity of network cybernetic will be able to convince the public of artificial things, so that this simulacrum becomes as real and will be able to move the masses through the mindsets that are packaged in simulacrum messages.

Simulacra in the culture of society today fosters the era of society with post-truth thinking. Information that is packaged with media technology and mass media becomes a simulacrum that seems to be a real occurrence. The culture of the society develops into a post truth culture where people are more affected and moved by emotion than facts and reality. The public's reasoning becomes less clear due to the simulacra formulation which is so good at organizing messages with a combination of information, media and technology. Finally, the society is no longer able to distinguish which one is true as fact or which information is an opinion.

The 'packages' wrapped in simulacra lead to the spreading of hoaxes in the society. Hoaxes are fraudulent information that is full of simulacra techniques that help the hoaxes to be perceived as a correct information. Hoaxes are false, unverified information, outdated news, created in order to provide tricks for triggering people's

temper [12]. The current scientific and technological revolution implies that authentic individuals and authentic realities can be manipulated by algorithms and television cameras, and the internet, where something authentic even becomes a myth [3]. Post-Truth era, which tends to be full of hoaxes, is prone to trigger social emotions to thrive due to an education system lacking of basic skills and logic, the domination of the skill of memorizing subjects at the school level as well as the increase of religious radicalism [5]. Lies even nourish ideology because liars speak according to the logic of deceived expectations so that information satisfies their audience's beliefs. There is a fact that political power helps to foster post-turth in society. For example, the information stating that Indonesia is 'flooded' by the arrival of foreign workers, tends to be considered more important than the statistical data submitted by experts on the similar topic. The public believes more in the news about the enormous debt of the government than the news about the success of infrastructure development made by the government, and also the news about the economic growth and the ability to survive the dollar [5]. The post-truth term contains the meaning of truth that is obscured or covered up. Post –Truth is also understood as a situation where the language of information is considered 'weak' in referring to facts, reality and truths.

2.3. Educational Scientific Design

The world of learners today is treated to a culture of imitation and falsehood that is believed to be the truth. One side of the simulacra and how to produce simulacra are considered human capability in terms of technology and multi-media engineering montage. On the other hand, people who take for granted the era of hyper-reality society are fooled by the mock objects that are considered the genuine ones, even worse, the mock objects are considered the genuine one itself. These kinds of thoughts become a 'virus' that downgrades the quality of education. So many lies in cyberspace are regarded as truth. The community, especially students at the elementary, middle and even university/tertiary levels, are deceived by false truths. The impact of this hyperreality-post truth culture is that the power of reason and logic of the community becomes blunt. Emotional power, beliefs and collective representations are considered as truth to defeat the rationalization of real facts and the exposures of experts that are based on factual analysis.

The educational process is exacerbated by a rote (memorizing) model of learning for both primary and secondary education levels, while simulacra that are intertwined with hoaxes in the society through Twitter, Instagram, WhatsApp, internet, youtube and other varieties of communication media which are always in people's lives. Social communities like groups, ethnicities, religions, ideologies tend to be easily provoked by hoaxes and simulacra information. In an era of such a society, planning the education model education must be re-adjusted from the teacher-learner knowledge transfer learning model in the classroom. Limited educational thinking will not be aware of the current realities of society, where education is defined as the transfer of knowledge between teachers and students in the classroom.

In this 4th industrial era, information is everywhere, known as the era of big data. There is abundance of information that can be found in websites and other digital scientific information service providers, like Elsivire, Sciendirect, Jstor, Ebscho, Springer, Oxford journal, Proquest, Sage, Taylor & Francis, and many moresources, where the digital scientific information service is available to provide a variety of material of nearly all subjects. Such information can also be obtained from Twitter, Facebook, Instagram, or Youtube. Also, a wide range of academic information is also accessible via Google, Google Scholar, Research Gate and many other digital information sources, that we can use in our own time. Today's learning paradigm is not only about knowing the 'what' and 'how' the material is, instead, it is also necessary to know where to look for these materials. The current teacher's ability is considered very limited, especially to follow the latest material and scientific development. The teacher's role is no longer limited to supplying material and giving it to students, but the teacher is also expected to be a motivator to encourage learners to comprehend the materials from various learning sources. However, this does not mean that the teacher has no responsibility by letting the students look for material sources themselves. During the COVID pandemic, the teachers are more relying on student worksheet materials. Such a way of teaching is not enough, of course, especially by asking students to work on their worksheets, without further explanations from the teacher. Also, during this pandemic era, parents' role will be as teachers, especially where they have to study the materials on their children's student worksheets and then work on the assignments on the same worksheets. During such a learning process, having to work on Student Worksheets as ordered by the teacher on daily basis will make parents confused, not to mention that the parents still need to do their office job. The era of technological sophistication and information must be designed as a creative era for learning, despite the Covid pandemic. Various explanations about the situation of the society during the hyperreality era, that is full of simulacra, hoaxes and post-truth must be different from the schooling model. Moreover, within the era of advanced technology of big data, scientific information will be available in various digital services.

The design of education mastery for the students and learners in the post-truth era of hyperreality that is intertwined with the current digital era requires science that includes 4 main aspects, namely: Critical thinking, Communication, Collaboration and Creativity [3]. Meanwhile, Haryatmoko stated that in this post-truth era, young people need to be trained in six steps of actions, namely: (1) media literacy education, (2) source verification, (3) rhetoric forms observance, (4) control

analysis, (5) critical discourse analysis skills, and (6) critical journalism [4]. Based on the ideas of educational designs stated by Harari [3] and Haryatmoko [5], supported by continuous contextualization alongside with the development of society and technology, the education designs for today's era and the future will include 4 aspects, namely: (1) Critical thinking literacy, (2) Media and Technology Literacy, (3) Communication Literacy Ideas (4) Cultural Creativity Literacy.

2.3.1. Critical Thinking Literacy

Critical Thinking Literacy is meant to be a generation of learners who are cultured by critical thinking. Critical thinking can not only be slogans that often appear in seminars or teacher upgrades, as in HOTS learning slogans. The slogan is just a word about Higher Order Thinking Skills, where the implementation and operationalization of how the child gradually becomes a critical thinker, as mentioned in the slogan, have never been addressed through the application of curriculum designs and materials. Critical thinking studies are needed for today's generation because critical thinking studies will help them to overcome problems of the simulacra era in the society. Critical thinking studies will enable students, learners or other society members to be able to sort and differenciate whether the information they get is true or not. Also, the materials of the study of critical thinking techniques will enable the community to not be in a jeopardy of communal emotions. This kind of emotion may further lead to the damage in the social conditions of society and, even worse, it may result in chaotic circumstances.

Techniques to learn critical thinking can be learned from elementary school to college/tertiary level of education. At the elementary school level, the students are taught to identify invalid information from television, advertisements, and also the internet. At this level, the students are trained, for example, to analyze the sentences contained in the brochures, or the writing on the snack packs they just bought. The critical thinking ability is trained through identifying whether the information written on the snack packs is correct, or whether the message conveyed in the snack advertisement is correct or not [2]. At the tertiary level, the students are trained by analyzing the current situation in society through a tradition of critical theory from the Frankfurt school to the latest postmodern contemporary philosophical thoughts, including the international seminar with Jean Boudrillard.

The deepening of critical thinking techniques is complemented by discourse analysis exercises, a method of describing information through discourse studies. Discourse studies are strengthened by discourse analysis by the models of Faircloguh, Halliday, Foucault or other authors. Learners are expected to learn about how the text is constructed and how they are able to comprehend the text comprehensively as well as to deconstruct an abstract text. This science is also supported by hermeneutics, especially critical hermeneutics. The acumen of analyzing information and messages through media and digital information will enable people to become more mature and be able to think complexly on inciting information without the basis of contextual empirical facts.

2.3.2. Media and Technology Literacy

Media and technology literacy are intended to equip learners with the introduction and application of various media and technologies for learning, such as how to learn via the internet. The internet has also become a digital source, where students are literally skilled at 'surfing' in the digital world, building networks on the internet. Furthermore, the internet is a source of learning to get big data, ebooks, journals and other sources of material needed for the purpose of learning. Technology is also related to applications as exemplified in the creation of softwares that make it easier to do accounting, music, interior designing, animation, architecture and even yoga and fashion. What is no less important is the skills of audio recording, learning video production, and marketing.

2.3.3. Communication Literacy

Communication literacy is where learners are able to elaborate their ideas to be delivered to their classmates, interlocutors or to the surrounding community. On the higher level, communication literacy is indicatd by the ability to convey ideas through texts, pictures, media and other means to convey messages. At the university level, the communication literacy is shown by how the students are able to make scientific articles with a coherent language and logical flow so that their ideas are easily captured by the audience, and to be accepted by the society, such as by delivering the data in the form of audio, video and other multi-media narrative forms to convey messages of their ideas. The mastery of critical thinking and technology makes it possible to convey the messages in both physical (hard) and digital forms (soft). It is further expected that this ability will help the students to increase their awareness of filtering out fake news (hoaxes) and invalid sciences that are based on opinions to may lead to control the society members' feelings. Finally, this capability will help students in sharpen their rhetorical skills and analyze ongoing public rhetoric.

2.3.4. Culture Creativity Literacy

Cultural creativity literacy is the ability to "read" and understand creative ways to solve one's own problems in the context of living in the culture of the society. Creativity is the human ability to solve a problem in new ways, imagination and ideas, by combining all knowledge and skills to solve problems [9]. The ability to synthesize events and experiences, and logical thought will create a new combination of ideas in solving the problems problems. This is also supported by the ability

to think out of the box and to think 'outside' the strongly-rooted common norms. In order for learners to be able to think creatively, it is necessary to create learning that liberates children. On the other hand, humans who are unable to possess the freedom of thinking will find it difficult to start creative thoughts, because of the anxiety and fear. Creativity-based educational processes need to encourage children to freely imagine, express and use all their cognitive systems to solve every new problem in new ways. There are three aforementioned stages of educational designs namely: critical thinking literacy, media and technology literacy, and communication literacy. These will enable learners to behave creatively more effortlessly, because the knowledge systems are acculturated, to make it easier to recall the process of synthesizing and generating creative ideas. Humans as social beings always live in their society, for that creative ideas need to be applied in the context of where they live. This will lead to the fact that their creative knowledge can be utilized by society. Cultural sciences, or cultural studies, can contribute to analysis of the application of the creative ideas in the society.

3. CONCLUSION

The educational paradigm needs to change according to the conditions of advancing philosophical thought, technology and the culture of the people. Education will be meaningless when it leaves the community aspect, so that the three pillars, namely educators, learners and the society are interrelated studies of educational designs. Today's society is a society surrounded by simulacra culture where the society is no longer able to distinguish the genuine and the imitation. Simulacra is considered to be the "real/genuine' one, while the true reality does not exist. What is thought to exist is actually the imaginary reality. Such a phenomenon is known as the era of hyperreality. The society is also accustomed to the simulacra culture so that it makes it possible for imitations and forgery of public deception to happen, creating hoaxes. The direction of educational design in order to overcome the contemporary problems of hyperreality society - post-truth is the mastery of critical thinking literacy, media and technology literacy, communication skills literacy and cultural creativity literacy.

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