



Strategies for Becoming a Professional Teacher Era of Society 5.0

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Abstract

Era Society 5.0 is a continuation of the Industrial Revolution Era 4.0 which emphasizes the humanist side in solving social problems including education by integrating virtual and reality. Learning in the era of Society 5.0 must be able to encourage critical abilities in thinking, solving personal and communal problems, communicating in diversity, collaborating with anyone, and creating and innovating in various contexts. Students must become problem solvers for their community and environment. Apart from that, teachers must be able to utilize various communication and information technologies that improve their performance as professionals. Teachers in the 5.0 era are required to be able to carry out various adaptations, innovations, and creations in implementing the learning process. In various classical books, books, literature, and the latest Islamic education research, discussions can be found about strategies to become a professional teacher in this era of society 5.0. Qualitative research is research that focuses on an in-depth understanding of complex human meanings and experiences in specific social contexts. To make it more interesting, all themes from the results of this research will be discussed with the results of studies by previous researchers. The author hopes that this article can be a source of strategies for becoming a professional teacher in this era of society 5.0. Besides that, it can also be a basis for future researchers to discuss this problem in different contexts and issues.

INTRODUCTION

Advances in science and technology have an impact on all aspects of human life. The era of Industrial Revolution 1.0 to 4.0 has changed the way humans relate, carry out activities, travel, educate the younger generation, and so on. During the Industrial Revolution 4.0, advances in science and technology have significantly influenced the world, including education (Pujiono, 2021). Without us realizing it, our learning has now entered society 5.0, which currently offers society a balancing act. The internet is not only for data but for life, a time when all technology is part of humans themselves, and technological growth can reduce human inequality and subsequent economic problems (Husniati et al., 2022).

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Society 5.0 is a society where various needs are differentiated and crowded by providing needed products and services in sufficient quantities to the people who need them and where everyone can receive excellent quality services and a safe and vibrant life (Fukuda, 2020). Super-smart society or Society 5.0 was first launched in Japan on January 21 2019 to create a human-centered society and technology-based. Society 5.0 is artificial intelligence that pays attention to the human side related to all areas of life, which is expected to become a new wisdom in the social order (Afriandi et al., 2023; Zalnur et al., 2022). Society 5.0 will certainly have an impact on all aspects of life, from health to urban planning, transportation, agriculture, industry, and education. As stated in the Law of the Republic of Indonesia relating to the National Education System.

In society 5.0, there are new values and lifestyles created through technological developments, which are said to be able to minimize human inequality and economic problems in the future. This is proven by the large number of human workers being replaced by machines, human dependence on technological tools seems to make technology a primary need, no longer a secondary or tertiary need (Zaini & Soenarto, 2019). Looking back at human history, we can determine the various stages of society. Society 1.0 is defined as groups of people who seek and gather in harmonious coexistence with nature; Society 2.0 forms groups that originate from agricultural cultivation, organizations, and nation-building; Society 3.0 is a society that promotes industrialization through the industrial revolution, enabling mass creation; Society 4.0 is a data society that realizes increasing added value by connecting intangible heritage as a data network. In this evolution, society 5.0 is the community data formed by Society 4.0, which aims to make the poor prosperous (Nadhirah et al., 2023)

The situation that occurred in the era of Society 5.0 can be seen from the change in social functions towards the function of information technology in every life activity in various aspects, including education. The use of learning media and online-based learning is one of the characteristics visible in this era of education society 5.0 and able to maintain the current function of education (Wijaya, 2023). Society 5.0 aims to produce a human-centered society in which economic development and the resolution of societal challenges are achieved. People can enjoy an excellent quality of life that is completely active and safe. This society wants to appear in detail for the various needs of society, regardless of region, age, gender, or language, by providing the necessary objects and services. The key to its realization is the combination of the virtual world and the real world to create quality information and produce new values and solutions to solve challenges (Shiroishi et al., 2018).

Remembering the era of society 5.0, education also requires a paradigm shift in the field of education. As a result, teachers minimize their use as a source of educational material, and coaches function as motivation for students' creative thinking. *"Educators act as facilitators, mentors, inspired learners, and true learners who encourage students to learn freely,"* said Dwi Nurani. Education plays an important role in improving the quality of human resources. Apart from education, various authorities and influential people, including government officials, community organizations, and the general public, are currently preparing to face the era of society 5.0 to come (Astini, 2022).

In other words, currently, as an educator, the role of the teacher has shifted, namely becoming a source of learning, not the only source of learning. Because the internet has provided a lot of information, data, and knowledge. Learning does not always have to be done face to face but can also be done online (on the network). Today's textbooks are not only in print, but can also be in electronic or electronic forme-books. Being social is not just sitting and chatting in one place, but being able to connect from various places using social media. Facebook, Twitter, Instagram,

TikTok, and WhatsApp a popular social media that are widely used for various purposes, including in the educational sector (Putri et al., 2022).

Professional teachers in the 21st century are teachers who have good competency standards (Akbar, 2021). Low teacher pedagogical competence is one of the problems that can affect the quality of learning. The following are several factors that can cause low teacher pedagogical competence. Lack of adequate education and training in terms of pedagogy, namely teaching skills and learning methodology. They may not have sufficient understanding of effective teaching strategies, good assessment, and the application of diverse learning techniques. Teaching is a profession/position that requires special skills as a teacher. This type of work cannot be done by just anyone outside the field of education (Al-Faizin et al., 2017; Syaifullah & Surawardi, 2020). Professional teachers are not just teachers who are able to teach well but teachers who can become learners and agents of school change, and can also establish and develop relationships to improve the quality of learning in their schools (Ikbal et al., 2022; Febriani et al., 2023;).

Teachers have a very strategic role in preparing students for future life. Therefore, teachers need to have an understanding of future life conditions, which contain the challenges faced and opportunities that can be exploited so that students can glorify themselves, as a basis for orientation in making instructional decisions (Pujiono, 2021). Introduction to the challenges and opportunities presented by the 21st century is very necessary for every teacher, whether kindergarten and elementary school, middle school, or high school teachers, to be able to prepare students for life (Nastiti & Abdu, 2020). Lack of opportunities for professional development of their pedagogical skills through training, seminars, workshops, or other professional development programs. However, these opportunities are often limited or not consistently available. Low pedagogical competence can be related to a lack of understanding and application of student-centered learning approaches. Teachers may tend to use teaching methods that are centered on the teacher alone, with little interaction and active participation of students in learning (Febriani et al., 2022). Teachers who do not keep up with the latest developments in educational research, theory, and practice may have limitations in implementing more effective learning methods and strategies.

Teachers who do not receive adequate support and feedback may have difficulty improving their pedagogical competence. The right support, whether from school leaders, mentors, or colleagues, can help teachers develop skills and improve their teaching practices. Teachers who do not regularly reflect on their teaching practices and undertake self-evaluation may struggle to improve their pedagogical competence. Structured reflection and self-evaluation help teachers identify their strengths and weaknesses, as well as plan necessary corrective actions. Overcoming the low level of teacher pedagogical competence requires continuous efforts from various parties. Adequate education and training, expanded professional development opportunities, a student-centered approach, appropriate recognition and support, access to the latest educational resources, and a culture of reflection and evaluation are required.

METHODS

This research uses Qualitative research is a type of research that produces descriptive data or written or spoken words from people and observed behavior. Denzin and Lincoln: Qualitative research is research that focuses on an in-depth understanding of complex human meanings and experiences within specific social contexts. A literature study is a systematic investigation of relevant literature in a specific field to identify, evaluate, and integrate existing research findings (Ajir, 2022; Nurrohmah, 2022; Elenia, 2023). This type of content analysis research is research

that focuses on searching and analyzing netizen comments or research that is an in-depth discussion of the content of written or printed information in the mass media. Then this research was proven by examining the topic in netizen comments to provide a clearer picture of the topic discussed. Followed by collecting data, data analysis, reporting, and interpretation (Owoyemi, 2020; Sari, 2021)

RESULT AND DISCUSSION

In the following, the author will explain all the results of the findings of this research data in the form of a text narrative that teachers who have professional competence will be seen in carrying out their duties and responsibilities in the school/madrasah where they work. The government's efforts to develop and improve educational competency standards through educational supervision. Supervision activities can be carried out by school principals as internal supervisors and supervisors as external supervisors (Lestari et al., 2022). Improving the quality of education at the educational level is very necessary for the implementation of supervision. To make it more interesting, the author tries to explain it starting from the terminology aspect, then continuing with expert opinions and related theories. The author also discusses the results of this research with the results of research by recent educational researchers who discuss this problem in more or less the same context and issues.

Strategy to Become a Professional Teacher in the Era of Society 5.0

A profession is a field of work that is based on certain educational skills. In general, a job that can be called a profession must have certain basic skills, which are obtained through formal education or training. Then, Rotua Samosir said that a professional is someone who is an expert in his field and also works in a job that suits his expertise. A person's professionalism can also be seen in their diligent attitude in the field they master and continuously trying to provide innovation (Viani & Arifianto, 2022).

Being a professional means being loyal and anti-stagnation. Regarding the definition above, talking about professionalism will be related to four important things, namely: skills possessed, working according to one's skills, perseverance in carrying out one's profession, and the desire to continuously innovate. A professional person tries to develop his skills in providing better services. Professionals are not only experts in something but also love what they do. With a love for the field of his profession, he will try to innovate to improve professionalism and service to others. Hayati also said that a professional is committed to upgrading professional competence and continuously developing various methods or strategies that are used in carrying out his profession (Anwar et al., 2017; Hakim, 2019).

Then Wong & Wong and Tichenor & Tichinor argue that a professional is defined not by the work a person does, but by how that person does their work. So people who teach cannot simply be called professionals. A person is called a professional if he carries out his duties in ways that are identified as professional. Many people carry out educational tasks but not all of them can be called professionals (Powell & Solity, 2018). According to the Government, as stated in Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers Chapter 1 Article 1 paragraph 4 states that: Professional is work or activities carried out by a person and is a source of income for life which requires skills, abilities or skills that meet certain quality standards or norms and requires professional education.

Someone who is said to be professional means meeting quality standards, and norms and has taken professional education in their field. Furthermore, a professional will get a salary or income that is sufficient for his life. Supposedly, a professional will earn enough income from his profession. Then, according to

Usman in Richardo, professional teachers who have competence and expertise in the field of teaching will be able to carry out their duties and functions as teachers or educators with maximum ability. Teacher ability and expertise are important assets for a teacher to carry out his professional duties (Suyitno, 2015).

Five competencies that teachers need to prepare to enter the Industrial Revolution 5.0 era, namely: i) Pedagogy; ii) Qualifications for technology commercialization; First, brave learning skills as a core skill. This means that teachers must have skills that train entrepreneurship in students in adapting technology for students' innovative work; iii) Containment, namely so that teachers from different cultures are not excessive in solving educational problems; iv) Future strategy expertise in the sense of accurately predicting what will happen in the future and its strategies through joint lectures, joint research, joint resources, staff mobility and rotation; v) Teacher competency, namely the teacher's ability to ensure that students' problems in the past are not only difficult to determine the subject matter, but are also related to psychological problems related to work (Adrian & Agustina, 2019).

Professional and competent teachers can motivate their students. They use a creative and inspiring approach to teaching, thereby arousing students' interest and enthusiasm for learning. Competent teachers are also able to face challenges in the learning process and help students overcome feelings of frustration or boredom. professional and competent contribute directly to improving students' academic achievement (D. Iskandar, 2018). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education (UU No. 14/2005 article 1; paragraph 1).

These professional teachers know the standards of practice of their profession. They know they are responsible for meeting their students' needs. Teachers have intellectual qualities that are qualified in the field they teach. Who is also able to recognize the characteristics of students and their needs, and is responsible for meeting them. In Wise's thinking, teachers focus on meeting students' needs for growth and development according to their abilities and potential (Wise et al., 2012).

Based on reports from Unesco in Global Education Monitoring 2016 states that education in Indonesia ranks 10th out of 14 other developing countries, and the ranking of teachers in Indonesia ranks last out of 14 developing countries. This is confirmed by data from the Ministry of Education and Culture which can be seen from the national average of Teacher Competency Test (UKG) results in 2018 which only reached around 53.02 or below the minimum competency standard set at 55.00. There are only seven provinces in Indonesia that can reach the UKG standards set (Simarmata et al., 2023).

Research related to the characteristics of developing human resources for educators in the era of globalization was carried out by (Fattah, 2023) "Teacher Development Policy in the Era of Society 5.0". In this research, there are characteristics of several conditions and causes of the low quality of the teaching profession, including 1) The standardization of teacher academic qualifications of at least D4/S1 as stated in Permendiknas Number 16 of 2007 has not been achieved; 2) Teacher competency development which is often hampered due to internal and external factors; 3) Ineffective teacher recruitment; 4) Teacher welfare in the form of income is still very small and not commensurate with the teacher's duties as a shaper of human character and civilization. Therefore, teachers should have adaptive and transformative social potential in managing themselves and all the potential contained in them towards achieving a prosperous life in a balanced and sustainable order. Teachers must carry out self-development through Sustainable Professional Development (PKB), namely: self-development, scientific publications, and innovative work (Muhammad, 2014).

Even though strategic policies from the government relating to these four things already exist, their implementation is still very lacking, especially when connected to the needs of the society 5.0 era which demands teacher professionalism. Educators in the era of globalization have carried out "*Education and Challenges of Digital and Information Technology-Based Learning in Indonesia in the Disruptive Era*" (Lestari et al., 2022). To face the various challenges that exist in the education sector in the era of disruption in Indonesia, it is necessary to increase skills and abilities in the field of technology through education by creating reliable education operators to support educational progress in the era of information technology in Indonesia, so that they can compete in this era of disruption. innovation and renewal are needed in systems, human resource capabilities, curriculum, infrastructure and facilities, work ethic, governance, culture, and others.

Indonesia needs to prepare superior educational human resources through educational interventions that include curriculum, educators and education personnel, infrastructure, funding, and education management. The eight national education standards must integrate with the characteristics and needs of education based on strengthening teachers in this era of society 5.0. Educators must be motivators, role models, evaluators, inspirers, and dynamists, so that they can produce the character of students as regulated by Minister of Education and Culture Regulation Number 22 of 2020, concerning the Ministry of Education and Culture's Strategic Plan to welcome the era society 5.0 with the Pancasila Student program which contains: 1) Having faith and devotion to God Almighty and having noble morals; 2) Independent; 3) Critical Reasoning; 4) Creative and not focused only on cognitive; 5) Working together; 6) Global diversity.

Learning in the era of Society 5.0 must be able to encourage critical abilities in thinking, solving personal and communal problems, communicating in diversity, collaborating with anyone, and creating and innovating in various contexts. Students must become problem solvers for their community and environment. Apart from that, teachers must be able to utilize various communication and information technologies that improve their performance as professionals. Teachers in the 5.0 era are required to be able to carry out various adaptations, innovations, and creations in implementing the learning process.

According to Richard, this is related to teacher competence in preparing various models, strategies, and methods of learning. As well as the ability to utilize technology and information-based learning media in the learning process inside and outside the classroom (Iskandar et al., 2023; Muslan et al., 2023). Apart from that, as teachers in the era of society 5.0, teachers must have digital skills and think creatively. According to Zulfikar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), of era society 5.0, educators must be more innovative and dynamic in conveying knowledge. Therefore, there are three things that educators need to take advantage of in this era of society 5.0. including the Internet of Things in education, virtual/augmented reality in education, and the use of artificial intelligence in education to explore and identify students' learning needs (Faridi et al., 2021; Syam et al., 2021). Richardo said that one indicator of a teacher's professionalism is when a teacher has the awareness that he is willing to always learn and develop his abilities continuously while he works in the world of education.

CONCLUSION

In closing the discussion of this article, the author conveys the five competency strategies that teachers need to prepare to enter the era of the Industrial Revolution 5.0, namely: 1) Pedagogy; 2) Qualifications for technology commercialization; First, brave learning skills as a core skill. This means that teachers must have skills that train entrepreneurship in students in adapting technology for

students' innovative work; 3) Containment, namely so that teachers from different cultures do not overdo it in solving educational problems; 4) Future strategy expertise in the sense of accurately predicting what will happen in the future and its strategies through joint lectures, joint research, joint resources, staff mobility and rotation; 4) Teacher competency, namely the teacher's ability to ensure that students' problems in the past are not only difficult to ascertain the subject matter, but are also related to psychological problems related to work.

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