

## COMPETENCY OF ELEMENTARY SCHOOL TEACHERS IN FACING THE CHALLENGES OF THE 5.0 ERA

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**Abstract.** Digital transformation with moral values, basic education can prepare a better generation to face future challenges. The old paradigm about the four teacher competencies can be adjusted to the preparation of elementary school teacher competency readiness in the era of society 5.0. The challenges of society 5.0 are innovation and creativity, especially educational products, namely superior human resources. This research was conducted in Elementary Schools in the South Jakarta area. The qualitative research approach chosen with the descriptive method describes the results of the analysis including; the competency readiness of elementary school teachers and also the strategic role they have in responding to the challenges of the 5.0 era. Thus, research informants are needed, namely the Principal, Vice Principal and also Elementary School Teachers in the South Jakarta area by conducting observations at schools and interviews with informants. Thus, the results of the study show that the standards of educators and education personnel have increased from 2016 to 2017, but have decreased in 2018. While the standards of facilities and infrastructure have decreased from year to year. The absence of an increase from year to year in these two standards can be caused by the suboptimal filling of the Basic Education Data (Dapodik). Education Era 5.0 focuses on the development of relevant and adaptive skills, such as critical skills, problem solving, creativity, and strong digital literacy. era society 5.0, where in this era society lives side by side with technology and the internet in everyday life and activities. Elementary school teachers who must know the level and development of students, teachers can design, implement, and evaluate educational programs that are appropriate to the level of student development (Azam, 2016). Therefore, it can be concluded that 5 competencies are needed that teachers must have, namely educational competence, competence for technological commercialization, competence of globalization, competence in the future strategies, and counselor competence (Qusthalani, 2019).

**Keywords:** Elementary School, Era 5.0, Teacher Competence.

### 1. INTRODUCTION

The world of education in Indonesia also faces the challenge of being able to transform in meeting the need for superior human resources. As an effort to face the era of society 5.0, education in Indonesia as a whole needs to adapt to the culture of society 5.0. This cannot be separated from the development of the generation known as baby boomers. Baby boomers here are related to the high birth rate of several generations starting from generation X to generation  $\alpha$  which caused the transformation of human civilization. Therefore, the answer to the challenges of society 5.0 is innovation and creativity, especially educational products, namely superior human resources. One study released by Hootsuite in January 2021, stated that the number of internet users in Indonesia had increased by more than 16% in the past year. The number of internet users is 73.7% of the total population of Indonesia with 93% of internet user activity being carried out to search for products or services to be purchased. In terms of demographic contours, Indonesian internet users are dominated by users aged 16 to 64 years at 87% (Hootsuite, 2021). The large number of internet users opens up opportunities for massive economic digitalization to be utilized as a catalyst for welfare. On the other hand, opportunities also exist in the form of a demographic bonus which is estimated to occur around 2030-2045. This is one of the main indicators that can show that Indonesian

society has moved towards society 5.0. The era of education 5.0 marks a major change in education, driven by digital technology, globalization, and the complexity of the tasks faced by students in the future. The Principal is responsible for developing a vision, leading curriculum transformation, improving the quality of teaching, and collaborating with various stakeholders to achieve the goals of education 5.0. However, this role is also faced with various challenges that must be overcome.

Education in the 5.0 era aims to prepare students to face complex future challenges. The Ministry of Education and Culture (Kemendikbud) has developed a curriculum at the elementary and secondary education levels by referring to three concepts of 21st-century education, namely 21st-century skills, scientific approach, and authentic assessment. The development of this curriculum has important implications for teachers and schools that are closely related to learning, by referring to the four characters of 21st-century learning, which include critical thinking and problem solving, creativity and innovation, collaboration, and communication known as 4C (Critical Thinking and problem solving, Creative and innovation, Collaboration, and Communication) (Suwandi, 2018). These four skills are skills that must be built through education in accordance with the realities of the 21st century. Every organization has an obligation to be able to prepare a program that contains activities that can improve the ability, competence and professionalism of human resources so that the organization can at least survive and develop in accordance with the organizational environment and has the ability to increase the competitiveness of the organization (Ekananta et al., 2018). The role of teachers will still be needed to shape the character of the nation's children with good character, tolerance, and good values (Santo, 2019). Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Teacher Qualification and Competency Standards, there are 4 competencies that a teacher must have. These competencies include pedagogical competence, personality competence, social competence, and professional competence. However, along with the development of the Industrial Revolution era, teachers are also required to have competencies that are in accordance with the times. To face the Industrial Revolution 4.0 era, there are at least 5 competencies that teachers must have, namely educational competence, competence for technological commercialization, competence of globalization, competence in the future strategies, and counselor competence (Qusthalani, 2019).

Quality education cannot be achieved without professional teachers (Pratama, et al., 2022). Teachers as education actors certainly play a role in realizing society 5.0. Teachers have the responsibility to provide education, teaching, and training in accordance with the development of students (Utanto, et al., 2018). The results of previous studies show that teacher competence in the form of pedagogical content knowledge, self-efficacy, and teaching enthusiasm have a positive relationship with student interest; self-efficacy is positively related to student learning achievement (Fauth, et al., 2019). Realizing the concept of society 5.0, teachers need to have competencies that are in accordance with educational goals. Including elementary school teachers, where Elementary School Education is the first level of education received by children. Elementary school education introduces children to various concepts of life, forms concepts, habits, and instills character for them to develop in their future. The quality of Elementary School Education has an impact on the success of children's development (Egert, et al., 2018) and that success requires the role of Elementary School Teachers.

This research has great potential to provide practical guidance in facing the Society 5.0 era while strengthening the Pancasila character in Elementary Schools. By combining digital transformation with moral values, elementary education can prepare a better generation to face future challenges. The old paradigm about the four teacher competencies can be adjusted to the preparation of elementary school teacher competency readiness in the society 5.0 era. These competencies are in the form of pedagogical, personality, professional and social competencies (Kemendikbud, 2017). In addition, 21st century competencies are also the basis for determining teacher

competencies in the society 5.0 era. Pedagogical Competence is related to teachers' understanding of educational content that is adjusted to the needs of their time.

Based on the researcher's search in the literature study, previous studies have not discussed much about the competence of elementary school teachers to realize society 5.0. Existing studies discuss competition in the Industrial Revolution 4.0 era, but specifically for society 5.0, there are still not many found. There is research that has discussed the readiness of competence in prospective teachers (Pratama, et al., 2022). However, for elementary school teachers, especially in Indonesia, researchers have not found any similar research. Therefore, researchers want to study and analyze the profile of the readiness of elementary school teacher competencies in welcoming Elementary School Children's Education in the Society 5.0 Era. is the province where researchers first observed the competence of elementary school teachers. Understanding the teacher readiness profile is an important step in understanding and supporting teachers (Scherer, et al., 2021).

## **2. LITERATURE REVIEW**

### ***2.1 Elementary School Teacher Competence***

The competencies that must be possessed by teachers in Indonesia have been regulated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies which outlines that teachers in Indonesia must have at least four basic competencies, namely pedagogical competence, personal competence, social competence and professional competence. According to Law Number 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills, and attitudes that must be mastered and practiced by teachers or lecturers in carrying out professional duties. Competence can also be interpreted as a teacher's ability to carry out his/her duties correctly, honestly and responsibly (Baharudin, 2017). This statement can be interpreted that competence is a combination of knowledge, ability, and application in carrying out tasks in the workplace responsibly.

Teachers should have a number of knowledge and skills that are important to carry out their professional duties. This is because parents and students need to be convinced that at school, students will get a positive learning experience. There are 10 core competencies of teachers (Zeiger, 2018), namely: 1) Interacting Well with Students; Educators must be able to interact well with all students without differentiating one student from another. Students who have learning difficulties, students who have to work, and other students with special needs must be given opportunities by teachers. Teachers should think positively about each student and give each of them the same opportunity to participate in learning comfortably, 2) Creating a Learning Environment; Teachers must be able to create a safe and conducive learning environment. Teachers must also set high performance and behavior from students, including consistently enforcing rules that are fair to all students. Teachers must be able to make students safe and comfortable when expressing their opinions without worrying about being ridiculed by other students., 3) Good at Lesson Plan Design: Teachers must be able to design lesson plans to meet students' needs according to established standards. In this case, teachers must be able to select and create teaching materials, determine the scope of the material and the adequacy of time to present each lesson material that accommodates students according to their level of development, 4) Able to Use Varied Teaching Strategies; Teachers must have competence in various learning strategies including non-traditional ones in order to be effective in implementing learning according to the curriculum. Competence in learning strategies possessed by teachers can help teachers provide professional learning services to students according to their learning styles. Teachers need to be present at routine activities to develop their professionalism periodically especially to learn various new practices and good practices about learning, 5) Able to Assess; Teachers must be able to carry out assessments effectively including: planning,

assembling, implementing and managing. The assessment should be able to measure competency effectively, or must accurately measure what has been taught and what students have learned. Teachers must also be competent in combining formal and informal assessment techniques to monitor student performance, including utilizing technology, portfolios and other creative methods.

Next, 6) Able to Identify Student Needs; Teachers must be able to identify and respond to student needs. This is done by using formal and informal assessments that can help guide teachers in learning. In addition, teachers must be able to recognize student interests including changes in student mood during learning to ensure that students are mentally and emotionally focused on learning, 7) Good at Communication; Teachers must be able to communicate effectively with parents and other stakeholders in an effort to provide the best service to students. In this case, competent teachers will routinely report on student progress to parents including problems faced by students, discuss which results in decisions to find the best way for students, 8) Able to Collaborate; Teachers must be able to collaborate with all teachers and other education personnel at school so that each can learn from each other and grow into better teachers. Collaboration between teachers and all school residents can make schools a safe and effective learning environment for students which can improve the image of the school, 9) Maintaining a Professional Appearance; Teachers must maintain their professionalism at all times including behaving and dressing. This is because teachers often function as role models for students. Teacher actions such as using foul language, gossiping about teachers and students or dressing inappropriately can cause students to lose respect for a teacher and 10). Demonstrating a Commitment to the Profession; Teachers must make a commitment to education and professional development. This is because the subject matter may not change, but learning strategies are updated due to various studies on education and learning. Commitments that teachers can make include through education and professional self-development.

Meanwhile, in Indonesia, teacher competencies are detailed in the Regulation of the Minister of Education and Culture No. 16 of 2017 concerning Academic Qualification Standards and Teacher Competencies and its Attachments. In this standard, teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies. Two competencies, namely pedagogical competencies and professional competencies, are competencies related to learning. This is because teachers' achievement of these two competencies will support the success of learning. The achievement of pedagogical competence and professional competence of teachers is determined through the Teacher Competency Test (UKG) which began to be implemented in 2014 and 2015. Based on the results of the UKG in 2015, information was obtained that out of 34 provinces, only seven provinces obtained a score higher than the SKM of 55. The seven provinces are: DI Yogyakarta (62.58), Central Java (59.10), DKI Jakarta (58.44), East Java (56.73), Bali (56.13), Bangka Belitung (55.13), and West Java (55.06) in Maulipaksi (2016). The fact about the achievement of both competencies can be interpreted that teachers still have to improve their competence. Efforts to improve teacher competence can be carried out by the government or by teachers independently.

### **3. RESEARCH METHODS**

This research was conducted from November 2024. It started with a mini tour to elementary schools in South Jakarta. Then in early September 2024, a preliminary study was conducted with observations and initial visits by conducting interviews with the vice principal for curriculum in order to obtain information about the competencies possessed by elementary school teachers in South Jakarta, DKI Jakarta Province. Analysis of the achievement of the National Education Standards (SNP) for elementary schools in DKI Jakarta province was carried out on three things, namely: 1. Average achievement of SNP 2016-2018 2. 10 schools with the highest achievement of SNP in

2018 3. 10 schools with the lowest achievement of SNP in 2018. The average achievement of SNP in the last 3 years, namely in 2016, 2017, and 2018 has continued to increase in six standards, namely graduate competencies, content, process, education assessment, management, and financing. The selection of places or determination of data sources was carried out by purposive sampling. This study uses a qualitative approach with a descriptive method. In the context of this research, the descriptive method is intended to analyze the readiness of Elementary School Teacher Competence in Facing the Challenges of the 5.0 era and to describe the Role of Elementary School Teachers during learning in the challenges of the 5.0 era.

#### 4. RESULTS AND DISCUSSION

Teachers have a central role in implementing this strategy (Abidah et al., 2022). This study will also include recommendations for teacher training in using digital technology to strengthen Pancasila character in their classrooms. Strengthening Pancasila character is not only the responsibility of schools. This study will also highlight the importance of involving parents and the community in character education. This can be done through community campaigns and collaboration between schools and families. Elementary schools are not only a place to transfer academic knowledge, but also an important place to shape children's character (Hidayat et al., n.d.). Pancasila character, which includes moral, ethical, and social values, is an important aspect of education in Indonesia. Digital transformation can be a powerful tool in strengthening this Pancasila character (Nurohmah & Dewi, 2021). This study has great potential to provide practical guidance in facing the Society 5.0 era while strengthening Pancasila character in elementary schools. By combining digital transformation with moral values, elementary education can prepare a better generation to face future challenges. The old paradigm about the four teacher competencies can be adjusted to the preparation of elementary school teacher competency readiness in the era of society 5.0. These competencies are in the form of pedagogical, personality, professional and social competencies (Kemendikbud, 2017). In addition, 21st century competencies are also the basis for determining teacher competencies in the era of society 5.0. Pedagogical competency is related to teachers' understanding of educational content that is adjusted to the needs of their time. Personality competency is related to teacher behavior that is adjusted to applicable values and morals. Professional competency is related to the implementation of teacher duties, teachers need to have skills in using ICT to make their work easier and in accordance with the demands of the times. Social competency is related to teachers' ability to relate socially where teachers need to have the ability to combine the virtual and real worlds in social relationships.

Based on the research that has been conducted, there are ten elementary schools in the South Jakarta area with the highest 2018 SNP achievements. The ten elementary schools that achieved the highest achievements are all state schools.

The results also indicated that freelancers who adapted to the demands of hybrid work environments by developing new skills and leveraging digital platforms experienced significant productivity gains. This adaptability was particularly evident in their ability to utilize feedback mechanisms and client reviews to refine their service offerings (Hunt et al., 2021). These insights suggest that freelancers' productivity in hybrid work models is not only a function of external conditions but also their proactive strategies to navigate and optimize the hybrid work landscape.

Table 1.

No	NPSN	Sekolah	Capaian 2018
1	20106145	SDN Pondok Labu 01 Pagi	6,13
2	20106056	SDN Menteng Atas 05 Pagi	6,12
3	20102275	SDN Lenteng Agung 07 Pagi	6,1
4	20102208	SDN Ulujami 06 Pagi	6,09
5	20103103	SDN Cilandak Timur 02 Petang	6,08

Table 2.

No	NPSN	Sekolah	Capaian 2018
6	20106117	SDN Pela Mampang 11 Pagi	6,08
7	20106202	SDN Tanjung Barat 01 PAGI	6,08
8	20103144	SDN Bangka 07 Pagi	6,07
9	20102259	SDN Tebet Timur 01 Pagi	6,07
10	20105946	SDN Kalibata 03	6,07

The standards of educators and education personnel increased from 2016 to 2017, but decreased in 2018. Meanwhile, the standards of facilities and infrastructure decreased from year to year. The lack of increase from year to year in these two standards can be caused by the suboptimal filling of the Basic Education Master Data (Dapodik). The increase in teacher competence is the expected end result of human resource management. Competence itself is the ability to carry out work based on skills and knowledge supported by the work attitude required by the job (Wijaya et al., 2022). In the world of work, competence supported by commitment, teamwork, work structure, opportunities and organizational climate will have great potential to increase the productivity of results, quality and performance of a job (Nurjaman et al., 2020). Seeing the crucial role of this change and the current technological disruption, it is important for the world of education to prepare the younger generation so that they can have competitive power in forming the competencies needed as a basis for preparation in facing the era of industry 5.0. To face the Industrial Revolution 4.0 era, there are at least 5 competencies that teachers must have, namely educational competence, competence for technological commercialization, competence of globalization, competence in future strategies, and counselor competence (Qusthalani, 2019).

Strengthening the competence of elementary school teachers can be done with four strategic steps, including: first, through education and training. Schools can send their teachers to be trained with the output of gaining knowledge, skills and the formation of the best attitudes related to their duties (Isnaini et al., 2020). Training like this requires teachers to leave their duties at school temporarily, but the benefit is that teachers are more concentrated on participating in activities so that the goals to be achieved can be maximized. On the other hand, this training cannot be carried out too often or with a relatively long duration. This can be counterproductive to the effectiveness of learning in the classroom because it is left by the teacher for a long time, while teachers are required to be able to fulfill the learning rights of students (Anggranei, 2020). Second, training in the form of In-house training (IHT). Departing from the idea that some abilities and skills do not have to be achieved through external training but can maximize training internally through KKG (Rusdin, 2017). New teachers who still have low competence can be trained by teachers who have good competence (senior teachers) either from the same school or other schools that have better quality. This training can be an experience for teachers in improving their competence according to their respective fields of science (Riyadin, 2016). Third, adopting a model improving the quality of learning in Japan, namely lesson study. This activity is basically a form of teacher collaboration and sustainability in improving their teaching performance and its positive impact on the learning process and performance of students in the classroom (Supriyanto et al., 2020). In this activity, teachers collaborate in groups in learning in their classrooms. Students are given stimulus to be able to improve their achievements, and on the other hand teachers also spur themselves to improve their learning process. Through lesson study, teachers can meet students' learning needs through active, effective and innovative learning (Junaid & Baharuddin, 2020). Fourth, make improvements through classroom action research (CAR) activities. CAR can improve the quality of learning and be able to have professional development works (Fitria et al., 2019). CAR is carried out by teachers in their respective classes. CAR can be carried out by collaborating with colleagues in its implementation, observing teacher and participant activities, evaluating and reflecting on learning. The actions taken are

solutions to the obstacles faced. Therefore, CAR needs to be carried out in several rounds/cycles until the expected performance achievement is achieved. In addition to improving the quality of learning, PTK is also useful for helping teachers prepare for their certification and promotion (Handayani & Rukmana, 2020).

In relation to the teacher competencies needed to answer the challenges of the 5.0 era, the 5.0 Era in education and technology reflects the ongoing technological advances and focuses on the total integration of technology in education, lifelong learning, and the use of advanced technologies such as VR/AR. Meanwhile, the concept of 21st century competencies emphasizes skills and attitudes that are relevant to success in an increasingly complex and connected world. This includes critical thinking skills, creativity, collaboration, and communication, as well as strong character and social responsibility. All of these concepts reflect the importance of continuous adaptation and development in the world of education and leadership to face ongoing changes. The challenge in the current era for schools is to improve the quality of education in facing various problems of the development of the era. However, the challenge faced by educational institutions is the large number of state schools that have emerged so that they have received a positive response from the community. This has caused the value of Islamic boarding school education to decline in the eyes of the community compared to state schools. This happens because Islamic boarding schools are considered incapable of facing the science and technology that are developing in the new century of the Society 5.0 era (Hamruni & W., 2017: 204). This is evident from the fact that there are still teachers who do not match the quality of their fields, because the quality of teaching is lacking, resulting in a mediocre generation of human resources (Hidayat, 2015: 66). If human resources do not have quality, how can they be able to drive technology and science in the era of society 5.0, while in the era of society 5.0, it focuses more on humans who are able to use technology well. In forming the character of quality human resources, religious education is needed as an instillation of good morals by increasing spirituality and prioritizing the quality of life in the world (Dacholfany, 2015: 180). The advancement of science and technology has defeated various things. Some of them are school children who are busy playing social media so that they often ignore increasing their religious activities (Faisol, 2017: 85). Therefore, the sophistication of technology needs to be criticized by educational institutions such as schools that are able to make students good at using technology.

## **CONCLUSION**

Strengthening the competence of elementary school teachers can be done with four strategic steps, including: first, through education and training. Schools can send their teachers to be trained with the output of gaining knowledge, skills and the formation of the best attitudes related to their duties (Isnaini et al., 2020). Training like this requires teachers to leave their duties at school temporarily, but the benefit is that teachers are more concentrated on participating in activities so that the goals they want to achieve can be maximized. The old paradigm about the four teacher competencies can be adjusted to the preparation of elementary school teacher competency readiness in the era of society 5.0. These competencies are in the form of pedagogical, personality, professional and social competencies (Kemendikbud, 2017). In addition, 21st century competencies are also the basis for determining teacher competencies in the era of society 5.0. Pedagogical Competence is related to teachers' understanding of educational content that is adjusted to the needs of their time. Personality competency is related to teacher behavior that is adjusted to applicable values and morals. Professional competency is related to the implementation of teacher duties, teachers need to have skills in using ICT to make their work easier and in accordance with the demands of the times. Social competence is related to teachers' ability in social relationships where teachers need to have the ability to combine the virtual and real worlds in social relationships.



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