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The Needs of Training to Improve Teacher Competence in Preparing Society 5.0

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Abstract. Society 5.0 is a society that can solve various social challenges and problems by utilising various innovations that were born in the era of the Industrial Revolution 4.0 such as the Internet on Things (internet for everything), Artificial Intelligence, Big Data, and robots to improve the quality of human life. In facing the era of society 5.0, the world of education plays an important role in improving the quality of human resources. To face this era of Society 5.0, the educational unit also needs a change in the educational paradigm. Among them, educators minimise their role as learning material providers, educators become an inspiration for the growth of student creativity. This research aims at answering the questions on how the implementation of training for teachers to prepare the community 5.0 is and what the obstacles encountered in applying the knowledge and skills gained from the training are. Research is also intended for asking question related to what efforts have been made so that teachers have the competencies needed in the era of the Industrial Revolution 4.0 to prepare the Society 5.0. It is a qualitative research with a case study approach. Semi structured interviews were applied to teachers and representative of Bogor District Education Office. The research proved that training in order to improve teacher competence to prepare community 5.0 is very urgent to be held, so that teachers can prepare their students well to become part of Society 5.0.

Keywords. Society 5.0, teacher competence, training

Introduction

Quality human resources are born from quality education, and quality education is of course the fruit of the performance of quality teachers. In facing the era of society 5.0, the world of education plays an important role in improving the quality of human resources, especially teachers who are the main figures in shaping the character of human resources. Educators are required to always improve their knowledge and abilities to support their profession. According to [1], educators must be sensitive to changes that occur in the field of education and teaching.

Facing the future, a teacher is also required to be ready to face the changing times. The era of the industrial revolution is an era that completely changes the development of the era, as well as changes in the pattern of human life, we are spoiled by technology. Teaching and learning activities will change completely. Classrooms have evolved with digital learning patterns that provide a more creative, participatory, diverse and comprehensive learning experience. Another problem in this era is the uncontrolled flow of competition for human resources from other countries, of course this phenomenon requires teachers to be more sensitive and follow the development process. Now, it is impossible for teachers to compete

with machines in terms of carrying out rote work, computation, and finding sources of information. Machines are much smarter, more knowledgeable and effective than us because they never tire of doing their jobs. Therefore, the teacher's function has shifted to teach ethical values, culture, wisdom, experience to social empathy because those values cannot be taught by machines. Otherwise, the future face of our education will be bleak. This is where the importance of character education is strengthened by teachers.

The educational challenge due to the development of IoT and other AI is that teachers must always improve their knowledge and competence. Teachers must be sensitive to changes in student behavior, and make adjustments to technology in learning. Teachers need to start changing the way they teach, leaving behind their old ways and being flexible in understanding new things more quickly. Digital technology can help teachers learn faster and more effectively to change and develop. Teachers must be able to turn boring and non-innovative lessons into multi-stimulant learning so that it becomes more fun and interesting.¹

The Indonesian government needs to prepare regulations to protect workers from the threat of job loss as a result of the 4.0 Industrial revolution, so that the demographic bonus facing Indonesia can become a subject controlling technology. Do not let humans fall victim to technology that grows and develops. BPS data in February 2018 shows that the education level of the working population is reported to be 11.71 million people (9.22%) have university education, 3.5 million people (2.75%) have diploma education, 14.55 million people (11.45%) have a SMK education, 21.32 million people (16.78%) have a high school education or the equivalent, 22.88 million people (18%) have a junior high school education or the equivalent and 53.11 million people (41.8%) have an elementary education or below. The educational profile of workers like this is a serious challenge in the transformation of human resources into society 5.0.

There have been many studies on the theme related to teacher competence. Research conducted by [2], entitled "The Effect of Education and Training on Productivity of Teachers at the Jihadiyah Foundation in Palembang", used multiple linear regression analysis tools. The results of this study concluded that the education and training variables had a positive and significant effect on teacher productivity variables at the Jihadiyah Education Foundation in Palembang. Research by [3] entitled "Improving the professional competence of elementary school teachers (2014), Department of Educational Administration, FIP UNP, which has been published in international journals using qualitative research methods. The results of his research illustrate: (1). Majority of teachers have not fulfilled academic qualification requirements evenly among elementary school teachers; (2). There are still many teachers who are unable to create an effective and efficient learning process; (3). Some teachers still think that teaching in the classroom and transferring knowledge to students is enough to let go of their obligations as teachers; (4). Teachers do not care whether learning is fun for their students. The third research is a study conducted by [4] with the title Influence of Teacher Competence, Economic Status, Attitudes and Interests on Teacher Professional Behaviour in SMA / MA in Demak Regency (2008), Semarang State University. The design used in this research is quantitative with the results of the study that between teacher competence, socioeconomic status, attitudes and interests, there is a significant influence on the variable professional behaviour of Senior High School teachers in Demak district.

¹ <https://www.republika.co.id/berita/ozw649440/menghadapi-era-disrupsi>

The similarity between the three studies above and this research is that all the three are research with the theme of teacher training, but the difference lies in the method used. Two previous studies used quantitative method and only one used qualitative method, while this study used a qualitative method with a case study approach. From the description above, this study aims to answer the following questions: (1) How is the implementation of training for teachers to prepare the society 5.0? What are the obstacles encountered in applying the knowledge and skills gained from the training? What efforts have been made so that teachers have the competencies needed in the era of the Industrial Revolution 4.0 to prepare the 5.0 society? This study makes a major contribution to teachers to improve their competence in order to prepare the society 5.0. This research also provides input to the Education Office to better understand how to implement effective teacher training.

Literature Review

Definition of Society 5.0

The Japanese government defines society 5.0, namely a human-centred society which can balance economic progress with solving social problems using a system that integrates virtual and physical worlds (COJG, 2019). According to [6] that society 5.0 proposed by the Japanese government is a clear concept. It was compiled in the fifth Basic Plan for Science and Technology by the Council for Science, Technology and Innovation, and approved by a Cabinet decision in January 2016. [6] also argues that in digital transformation some regions or countries use different terms. Europe uses the term industry 4.0, North America uses the term industrial internet, Asia uses the term smart cities, China uses the term made in China 2025 and Japan uses the term society 5.0 where digital transformation uses IoT, artificial intelligence, robotics, big data and block chain. The same thing was stated by [7].

Society 5.0 is a human-centred and technology-based society concept developed by Japan. The industrial revolution era 5.0 occurred because of the impact of revolution 4.0 [8]. Society 5.0 can be interpreted as a society where every need must be adjusted to the standard of life style of each community as well as product services that are high quality and provide a sense of comfort to everyone. As previously stated, this concept was born as a development of the 4.0 industrial revolution which is considered to have the potential to degrade the role of humans. Through Society 5.0, artificial intelligence will transform big data collected via the internet in all areas of life (the Internet of Things) into a new wisdom, which will be dedicated to improving human capabilities to open opportunities for humanity.

The concept of "Society 5.0" makes humans at the centre of controlling technology. Humans play a bigger role by transforming big data and technology for humanity in order to achieve a better life. Society 5.0 is a society that can solve various social challenges and problems by utilising various innovations that were born in the era of the Industrial Revolution 4.0 such as the Internet on Things (internet for everything), Artificial Intelligence, Big Data (large amounts of data), and robots to improve the quality of human life. One of the important points of the national education goals is the formation of intelligent and character people. The Ministry of Education and Culture is currently trying to apply the concept of education based on national character in all elements of education. The concept of education is designed to form aspects of culture, psychology, morals, feeling, and spiritual intelligence [9].

Competencies must be possessed by teachers in preparing the society 5.0

The development of the world of education is entering a very important period. Not only in an effort to provide quality and optimal educational services, but also an important period that will determine the continuation of education itself. Currently, the challenges in the world

of education are increasingly complex and require very serious preparation and thought. We are faced with a change that is fast and non-linear. This is a result of the rolling of the Industrial Revolution 4.0 era. These technological advances have enabled automation in almost any field.

One of the fundamental implications of the 5.0 industrial revolution challenge is the education element. The rapid and massive development of technology requires the education sector to be able to adapt to the digitisation of the growing education system. The challenges of the 5.0 industrial revolution era need to be carefully packaged and prepared, so that it will be in line with the times, in preparing for the challenges of the 5.0 era, the projection of the education curriculum has mentioned several main substances, namely: 1) character education; 2) the ability to think critically, creatively, and innovatively; 3) the ability to apply technology in that era. In line with this, Krathwol and Anderson in [10] have created an education taxonomy which is divided into Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS).

Figure 1
Bloom's Taxonomy



Krathwol and Anderson (in Wibawa & Agustina, 2019)

The role of teacher as an educator greatly determines character building not only for their students but also provides an understanding of society 5.0 to parents of students, who come from various educational backgrounds of students [11]. Teachers need to change the way of teaching to make it more fun and interesting. Likewise, the role of the teacher changes from being a conveyor of knowledge to students, becoming a facilitator, motivator, inspirator, mentor, developer of imagination, creativity, character values, team work, and social empathy because if not then the teacher's role can be replaced by technology.

Regulation of the Minister of National Education No. 16/2007 concerning Teacher Qualification and Competency Standards explains that Teacher Competency Standards are developed completely from four main competencies, namely Pedagogical Competencies, Personality Competencies, Social Competencies and Professional Competencies. Pedagogical Competence is the ability to manage student learning including understanding students, designing and implementing learning and evaluating learning outcomes. Personality competence is a personal ability that reflects a solid, stable, mature, wise and authoritative personality, is an example for students, and has a noble character. Social Competence is the ability of teachers to communicate and interact effectively with students, educational staff, parents / guardians of students, and the surrounding community. Professional competence is the presence of skills, abilities, knowledge and skills possessed by an educator, teacher, and mentor of students in the teaching and learning process.

[12] mentions five competencies that teachers must have in the era of the Industrial Revolution 4.0, namely: 1) Educational competence - Internet-based educational competence of things as basic skills. 2) Competence for technological commercialisation - Having the competence to educate students to have entrepreneurial attitudes (entrepreneurship) based on technology and student innovation work. Next are 3) Competence in globalisation - A world without a barrier, not stuttering towards various cultures, hybrid competence and problem solver competence. 4) Competence in future strategies. The world is easy to change and runs fast so that you have the competence to predict exactly what will happen in the future along with the strategy. 5) Counsellor competence. Given that in the future the children's problem is not the difficulty of understanding the teaching material, but is more related to psychological problems, stress due to increasingly complex and heavy pressures, it is necessary to have teachers who are able to act as counsellors / psychologists.

Teachers must be able to build an atmosphere that can meet the psychological needs of students, which includes: Needs for competence, each student needs to feel able, meaning that interactions in learning are able to make students feel they can. This can be done by giving appreciation for the learning outcomes of students; Needs for Autonomy, every student needs to feel "autonomous" by getting freedom and trust because every autonomous learner will not depend on the teacher for learning; Needs for relatedness, every student needs to feel he is part of a group, and interact in groups. So the learning process must be able to foster collegiality interaction and mutual support, sustainable learning, so that students are able to go through the era of disruption, and enter a new era called the Abundant Era, which is an abundance of information, media and learning resources [13]. The role of teachers is irreplaceable, because technology cannot be a facilitator, motivator, inspiration, mentor, developer of imagination, creativity, character values, team work, and social empathy. Technology also cannot replace the role of the teacher as a character shaper of students.

As educators in the era of society 5.0, teachers must have skills in the digital field and think creatively. In the era of society 5.0 teachers are required to be more innovative and dynamic in teaching in class [14]. Therefore, there are three things that educators should take advantage of in the era of society 5.0 including Internet of things in the world of Education (IoT), Virtual / Augmented Reality in the world of education, Utilisation of Artificial Intelligence (AI) in the world of education to identify learning needs of students. Educators must also have 21st century life skills, namely leadership skills, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, team work and problem solving. The focus of expertise in the 21st century education field is currently known as 4C [15] which includes creativity, critical thinking, communication and collaboration, Meanwhile, Muhajir Effendy in [16] argues that the breakdown of industrial revolution 4.0 entering the world of education, it is necessary to improve the curriculum by increasing the competence of students, including: Critical Thinking, Creativity and Innovation, Interpersonal Skills and Communication, Teamwork and Collaboration, Confident.

Table 1
Teacher's Competence in the Era of Society 5.0

Minister of National Education Regulation 2007	Qusthalani (2018)	Alimuddin (2019)	Risdianto (2019)	Muhajir in Yusnaini (2019)
a) Pedagogical Competence b) Personality Competencies c) Social Competence d) Professional Competence	(a) Educational Competence (b) Competence for technological commercialisation (c) Competence in Globalisation (d) Competence in Future Strategies (e) Counsellor Competence	(a) Leadership (b) Digital Literacy (c) Communication (d) Emotional Intelligence (e) Entrepreneurship (f) Global Citizenship (g) Teamwork (h) Problem solving	(a) Creativity (b) Critical Thinking (c) Communication (d) Collaboration	(a) Critical Thinking (b) Creativity and Innovation (c) Interpersonal Skills and Communication (d) Teamwork and Collaboration (e) Confident

Source: Minister of National Education Regulation No 16/2007, Qustthalani (2018) Alimuddin (2019), Risdianto (2019), Muhajir in Yusnaini (2019)

Along with the development of technology, the way of teaching and learning in the era of the industrial revolution 4.0 also changes. Internet and computers are tools that will facilitate the teaching and learning process. The learning process that used to be done face-to-face between teachers and students, now in the era of the industrial revolution 4.0 learning can be done with online classes through social media or other media that support the online learning process.

Definition of Training

According to Presidential Instruction of the Republic of Indonesia Number 15 dated September 13, 1974 in [17] states that education is all efforts to foster personality and develop the abilities of Indonesian people, physically and spiritually, which last a lifetime, both inside and outside of school, in the framework of building unity. Training is a part of education that concerns the learning process to acquire and improve skills outside the prevailing education system, in a relatively short time and with methods that prioritise practice rather than theory [17].

Furthermore, Jan Bella in [17] states that: Education and training are the same as development, namely a process of improving work skills both technical and managerial. Theory-oriented education, conducted in class lasts a long time, and usually it answers why. Practice-oriented exercises, carried out in the field, lasted briefly, and usually it answers how. According to Andrew E. Sikula in [18] Training is a short-term educational process utilising a systematic and organised procedure by which non-managerial personal learns technical knowledge and skills for a definite purpose.

Training activities for teachers are basically an effort to develop teacher's knowledge and skills so that in turn it is hoped that teachers can gain a competitive advantage and be able to provide the best possible service [19]. In order to improve teacher professionalism, it is necessary to carry out intense training and upgrading of teachers. The training needed is training tailored to the needs of the teacher, namely training that refers to the demands of teacher competence [20]. According to [21], training is used to deal with the low ability of teachers.

Training programs should be provided on a need basis. This means that the training will run optimally if it is designed according to the right needs, method and time.

According to Gery Dessler in [21] effective training can be done in five ways: (a). Conducting needs analysis used to determine the specific skills needed, analyse the skills and needs of candidates to be trained, and develop specific, measurable knowledge and aim to improve their performance; (b). Designing instructions. Aims to decide, compile, and produce the content of a training program, including training modules and activities, using techniques with hands-on training and computer-assisted learning; (c). Validating the training programme (d). Implementing a validated and defined training plan; (e). Evaluation and follow up action.

According to [22] coaching and competency development is carried out through various strategies in the form of education and training and non-training, including the following: a) In-house Training (IHT). Training in the form of IHT is training that is carried out internally in teacher working groups, schools or other places designated to conduct training. b) School partnerships. Training through school partnerships can be carried out between good and bad schools, between public and private schools, and so on. The implementation can be done at schools or at partner schools. c) Internal coaching by the school. This internal coaching is carried out by the principal and teachers who have the authority to guide, through official meetings, rotation of teaching assignments, giving additional internal assignments, discussions with peers and the like. d) Further education. The development of the teaching profession through further education is also an alternative for increasing the qualifications and competence of teachers.

Several non-training activities, among others: a) Discussion. Through regular discussions, it is hoped that teachers can solve the problems they face related to the learning process at school or the problem of increasing their competence and career development; b) Seminar. The participation of teachers in seminars and coaching scientific publications can also be a model of continuous development for increasing teacher professionalism. c) Workshop. Workshops are held to produce products that are useful for learning, increasing competence and developing career. d) Research. Research can be carried out by teachers in the form of classroom action research, experimental research or other types in order to improve the quality of learning. e) Writing Books / Teaching Materials. Teaching materials written by teachers can be in the form of textbooks, textbooks or books in the field of education. f) Making Media. Learning media that teachers make can be in the form of props, simple practical tools, or electronic teaching materials or learning animations. g) Making Technology / Art Work. Technological works / works of art created by teachers can be in the form of works that are beneficial to society or educational activities as well as works of art that have aesthetic values that are recognised by society.

Method

This is a qualitative research with a case study approach. As a case study, the data collected comes from various sources and the results of this study only apply to the cases investigated. Furthermore [23] argued that "the case study method as a type of descriptive approach, is research conducted intensively, in detail and in depth on an individual, institution or a particular phenomenon with a narrow area or subject". According to [24], a case study is an empirical inquiry that investigates phenomena in the context of real life, the boundary between the phenomenon and the context is not clear. [25] "This study uses a case study design because this design is a more suitable strategy if the main question of a study is about how or why, if the researcher has little opportunity to control the events to be investigated, and if the focus of the research lies in contemporary (present) phenomena in the context of real life." [26]

further suggests that the case study approach can be used for research in the form of planning, both regional planning, general administration, general policy, management sciences, and education.

Data collection was carried out by semi-structured interviews. Semi-structured interview is an interview process that uses an interview guide that comes from developing the topic and asks questions and is more flexible use than structured-interviews. Interviews were conducted by asking informants directly to explore and obtain information related to the required data. The interview uses interview guidelines, so that researchers can develop research questions in accordance with the desired information needs. The semi-structured interview is more flexible; the researcher has a list of topics or issues to cover together with the interviewee [27]. This type of interview gives the researcher more “freedom in the sequencing of questions” [27]. Moreover, the semi-structured interview is “a key technique in 'real-world' research” [28] and this why it is more likely to be used to gather qualitative data [29].

Participants for in depth interviews consisting of 15 people namely 14 teachers, and 1 representative of Bogor City Education Office. Interviews with teachers were intended to gather information related to the experiences of teachers in participating in training to increase their competence in order to prepare the society 5.0. Interviews with teachers were also intended to gather information regarding the obstacles faced by teachers when applying their knowledge and skills after training. In addition, interviews were also conducted with representatives from the Bogor City Education Office. This is intended to gather information on how he thinks about teacher quality. Due to ethical issues, the names of informants are not clearly stated in this research report.

Results

From interviews with 14 teachers and 1 representative of Bogor City Education Office, the results are summarised in the table below:

Table 2
Excerpt of the interviews with teachers

Questions	Responses
How is the implementation of training for teachers to prepare the society 5.0?	<ul style="list-style-type: none"> (a) Training has often been held starting from the provincial to city / regency level, however, in general the training provided is general in nature and does not discuss specifically about Society 5.0. (b) The method used is more in the form of lectures, so it is less dynamic. (c) Instructors are usually taken from employees of the City or Provincial Education Office and not from professional educational institutions, so they are less attractive in presenting the material. (d) If there is a training for teachers in professional institutions, schools are often less supportive and prefer waiting for training held by the Ministry of Education or the Education Office.
What obstacles were encountered in applying the knowledge and skills acquired after training?	<ul style="list-style-type: none"> (a) If it is necessary to buy materials to hone creativity, the school does not necessarily approve, and assigns the task to students to prepare the materials themselves, which is often burdensome for the parents of students. (b) To change the seating layout of students (if studying offline) teachers often have to ask permission from the principal and many principals still think that the seating arrangement is classically better.

	<p>(c) Not all students in public schools have mobile phones for online learning, so online learning is often hampered for some students. The teacher's job is to find a solution.</p> <p>(d) Many students do not have the courage to to criticise someone or something, because of the influence of the culture taught by their parents, so they are slow to change.</p> <p>(e) After training, teachers are asked to share their knowledge with other teachers. However, not all teachers are willing to apply what is described in the training.</p>
What kind of training is needed for teachers to improve competence in order to prepare the society 5.0?	<p>(a) Conducting In House Training. Schools simply invite competent instructors to provide material about society 5.0 and training is held after teaching hours. Partnerships with quality schools, so that teachers from "medium" quality schools can learn from teachers who teach in reputable schools.</p> <p>(b) Conducting FGD (Focus Group Discussion) so that teachers can discuss about how to prepare students to become society 5.0.</p> <p>(c) Conducting action research to better understand the difficulties experienced by students and teachers and the teaching and learning process so that solutions can be found immediately.</p> <p>(d) Teachers are given the opportunity to attend seminars or workshops managed by professional institutions.</p>

Table 2
Excerpt of the interview with representative of Education Office in Bogor City

Questions	Responses
What is the opinion of the Education Office regarding the quality of teachers, especially in Bogor City at this time?	Not all teachers can implement 4C well (Creativity, Critical Thinking, Communication, Collaboration). There are still many teachers applying classical methods with uni-directional communication.
	Teachers cannot rely solely on training held by the Ministry of Education and Culture alone. Teachers must seek trainings in professional institutions so that their knowledge and insights increase in relation to society 5.0.
What are the obstacles of the teachers in applying the knowledge and skills obtained after training?	Educators still have difficulty minimising their role as learning material providers, educators should be an inspiration for the growth of student creativity. There are still many teachers who do not understand about "independent learning" which is very much needed in the era of society 5.0.
	The teacher focuses too much on the cognitive aspects, the student's burden is too heavy, and lacks character.
What are the teacher competencies needed to prepare the society 5.0?	Teachers today must be able to manage information and knowledge in order to make quality decisions. The challenge comes back to the teacher himself. How capable are the teachers to develop a mind-set so that they have the ability to digest and process information and make quality decisions.
	There are still many teachers who do not understand HOTS to provide space for students to find activity-based knowledge concepts. This can encourage students to build creativity and critical thinking.
	There are still many teachers who do not understand that they must have a leadership spirit and entrepreneurial spirit and digital literacy in order to teach their students and prepare to become a society 5.0.

Discussion

From the interviews with teachers, information was obtained that training had often been held starting at the provincial, district / city level, but it was not specifically related to Society 5.0. In general, training is only general in nature to increase teacher competence. The method used is more of a lecture, so it is less dynamic. From interviews with teachers, it was also known that the instructors who provided more material were employees who worked at the Ministry of Education or the Education Office and were not drawn from professional training institutions. If there is training for teachers in professional institutions, schools are often less supportive and prefer to wait for training held by the Ministry of Education or the Education Office.

Meanwhile, the obstacles faced by teachers in applying the knowledge and skills obtained from the training were mostly related to creativity. If it is necessary to buy materials to hone creativity, the school does not necessarily approve, and assigns the task to students to prepare the materials themselves, which is often burdensome for the parents of students. In fact, to create creativity, you don't need something expensive. Creativity can be created from something simple and recycled [30]. In the post-training, teachers are asked to share their knowledge with other teachers. However, not all teachers can immediately change the learning methods they have applied over the years.

From an interview with an official at the Bogor City Education Office, data was obtained that not all teachers can implement 4C properly (Creativity, Critical Thinking, Communication, Collaboration). There are still many teachers applying classical methods with uni-directional communication. [15]. There are still many teachers who do not understand that teachers must have a leadership spirit and entrepreneurial spirit and digital literacy in order to teach their students and prepare to become a society 5.0. [14]. There are still many teachers who do not understand about "independent learning" which is very much needed in the era of society 5.0. The teacher focuses too much on the cognitive aspects, the student's burden is too heavy, and lacks character. There are still many teachers who do not understand HOTS to provide space for students to find activity-based knowledge concepts. This can encourage students to build creativity and critical thinking as stated by Krathwol and Anderson in [10].

Conclusion

The results of this study indicate that training in order to improve teacher competence to prepare society 5.0 is very urgent. This is necessary considering that until now there are still many teachers who do not have sufficient knowledge regarding the society 5.0. The training that has been carried out to date is generally only about general training which is not specific related to providing insights on Society 5.0. It is very general in nature and does not provide elements that teachers' need so that they are ready to prepare students to become parts of society 5.0. For further research, a study can be carried out on how to prepare the society 5.0 with a different approach.

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