



Challenges of Society Era Education 5.0: Revitalization of Teacher Competencies and Learning Models

Eliwatis¹, Wedra Aprison², Romi Maimori³, Susi Herawati⁴, Yelli Masmida Putri⁵

¹ State Islamic University of Mahmud Yunus Batusangkar, Indonesia

² State Islamoc University of Sjech Djamil Djambek Bukittinggi, Indonesia

³ State Islamic University of Mahmud Yunus Batusangkar, Indonesia

⁴ State Islamic University of Mahmud Yunus Batusangkar, Indonesia

⁵ Islamic School Tsanawiyah Land 3 Lima Puluh Kota, Indonesia

Corresponding Author: Eliwatis, E-mail: eliwatis@iainbatusangkar.ac.id

Article Information:

Received December 18, 2022

Revised December 18, 2022

Accepted December 18, 2022

ABSTRACT

The rapid development of information technology has penetrated all aspects of human life, including education. The era of society 5.0 emerged as an anticipation of turmoil and disruption due to the industrial revolution 4.0. This change is clearly a challenge for the world of education, especially teachers as central figures in education because educational outputs are expected to have critical thinking skills, problem solving skills, communication and collaboration skills and innovation skills. For this reason, teachers must have competence in transforming learning from manual learning to digital but no longer just using technology but more as a driver (human centered) by controlling the use of technology in learning. Furthermore, this paper describes the challenges for the world of education in the era of society 5.0, what competencies must be possessed by teachers and what learning models must be used. The research method used is descriptive qualitative through library research, the data source is literature related to the discussion, the data collection method is literature study. Data analysis used content analysis method which is descriptive analysis. The results of the study show that teachers must have several main abilities including educational competence by being a role model for students, competence in research, competence for digital (digital literacy), global competence in globalization, competence leadership, competence communication and team working competence of critical thinking, competence creativity and problem solving. The learning model in the era of society 5.0 refers to three abilities, namely learning skills, literacy skills, and life skills.

Keywords: *Era Society 5.0, Teacher Competence, Learning Model*

Journal Homepage <https://journal.minangdarussalam.or.id/index.php/jdpe/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Ilham, M., Desmita, D., Monef, A., & Hizrati, H. (2022). Anxiety Description of Social Workers in Assisting Children in Conflict with the Law. *World Psychology*, 1(1). <https://doi.org/10.55849/wp.v1i1.51>

INTRODUCTION

At this time, the life of manusia has never been separated from the name of technology. The rapid development of information technology has penetrated all fields of people's lives, including the field of education. On January 21, 2019, Japan initiated the emergence of the concept of society 5.0, as a refinement of pre-existing concepts. The concept of society 5.0 aims to create a technology-based but human-centered order of community life by restoring the role of humans as the center of life. (Salgues, 2018).

The concept of society 5.0 emerged in anticipation of the turmoil and disruption of the industrial revolution 4.0. The era of disruption in question is the phenomenon of the emergence of digital technology that changes people's habits from the real world to the virtual world. Japan's concern over the invasion of the industrial revolution 4.0, which changed the values of human character that it has maintained, became the basis for Japan to give birth to the concept of society 5.0. This era will also disrupt various human activities, including the fields of science and technology (science and technology) and education. As explained by (Wibawa, 2018) that the characteristics of the era of disruption can be characterized by the emergence of rapid and massive changes in people's lives whose patterns of change are difficult to guess, so that the direction cannot be ascertained and the very complex relationship between factors that cause these changes occurs. These characteristics are also known as Volatility, Uncertainty, Complexity and Ambiguity (VUCA). Because of the disruption in the era of the 4.0 revolution, Japan gave birth to the concept of society 5.0 which highlights the human side of the technological tool it makes, known as the super-smart society.

With the emergence of the super-smart society 5.0 era, Indonesia must also start preparing itself, even though Indonesia itself is still busy with the era of the industrial revolution 4.0. Because in the era of society 5.0, it is an era that is focused on how human efforts to coexist with technological developments. So that all technology is part of man himself. This means that society remains the main object that controls and utilizes technology to facilitate life and achieve sustainable development goals (SDGs). That way, a balance will be created between the role of humans (society) and the use of technology.

The technology that exists in the era of society 5.0 is made to create new value that not only bridges differences in social status, age, gender, and language, but also designs and creates various technology products that are able to provide services to meet various human needs. With the results of this technology, it allows people to access virtual spaces that feel like physical spaces. Humans who used to do activities in the real world, but due to technological developments eventually shifted these real activities to activities in the virtual world.

The development of digital era and the transformation of digital society 5.0 has impacted all aspects of human life, especially in the field of education. The world of education is the hope to be able to provide provisions for the community to be able to

live in harmony with this era of society 5.0. To respond to this, the implementation of education in Indonesia is required to be able to build a strong character of students by instilling educational values that are integrated with social life through the use of technology. Resilience in the face of these changes and the ability to adjust the times is a must in an effort to maintain and develop education that is in accordance with the demands of the times.

For this reason, a paradigm change or transformation is needed in education and learning. Educators as the main figures who are at the forefront of the implementation of education and learning are required to be able to carry out changes in learning transformation. Teachers must change the transformation of learning manually towards digital transformation. For this reason, teachers must be able to use appropriate information technology so that teachers can revitalize the curriculum. Guru must be rich with various learning models and at the same time be able to use learning models based on these technologies. But in general, the phenomenon that exists in education today is that there is still a lot of learning carried out by teachers with the old system that makes students as learning objects only, where teachers deliver material and students only hear, take notes and memorize. This causes the learning process to be monotonous and boring, because of the involvement of students in the learning process. The reactivity and innovation of teachers in teaching is very lacking and almost invisible, a result of which learning outcomes are not optimal and do not match expectations.

Furthermore, in the context of the era of society 5.0, the gap that occurs is that technology in its use in the learning process is no longer teacher-centered but rather relies on technology as the center of the learning process. Teachers should be able to control the use of technology in learning, so that the teaching and learning process carried out leads to human centered or teachers as drivers of learning based on the use of technology. In this case, the teacher no longer emphasizes technology itself as the problem issue in the industrial era 4.0 but the teacher is the director or driver of technology concentration as the goal of the era of society 5.0. To improve the quality of human resources, education plays an important role in facing this era of society 5.0.

Therefore, guru as the main character of implementing education in schools, inevitably has to prepare himself to face increasingly complex challenges. The necessity for teachers to have adequate and qualified abilities and competencies is a necessity. Furthermore, this paper tries to explain the challenges for teachers in educating in the era of society 5.0 and what abilities they must have in order to carry out educational tasks in accordance with the changing times of the society 5.0 era.

RESEARCH METHODOLOGY

This type of research is library research with a qualitative approach. (Sugiyono, 2019) Literature research is research conducted by reading literature or references related to the issues raised and then noting important parts that are closely related to the research theme (Zed, 2018). The data collection technique in this study is to use

literature studies by collecting materials related to this research. Descriptive and argumentative analysis is used on data collected through literature sources such as books, notes and journal journals to find out about education in the era of society 5.0.

RESULT AND DISCUSSION

Educational Challenges in the Era of Society 5.0

Humansp there is an era of super smart society 5.0 is required to have the ability to think critically, think innovatively, be skilled in solving problems and have creativity. To have that ability, education in the era of society 5.0 must utilize and integrate cyber technology both physically and not into learning.

Starting from (Sudibjo et al., 2019) the era of society 1.0, which is an era where humans still live by hunting and are new to writing, then in the era of society 2.0 humans have begun to know how to grow crops to meet their needs. Pthere is an era society 3.0 humans have begun to use machines to help daily activities, so the era of society 3.0 is also known as the early era of industry. In the era of Society 4.0, the industry is growing rapidly with the emergence of computer and internet technology and in the era of Society 5.0 is an era where all technology is part of man himself. Society 5.0 itself is a concept where the development of the Internet of Things, Big data, and Artificial Intelligence is oriented towards a better human life, in contrast to the concept in the era of industrial evolution 4.0 where the technology developed is oriented towards the productivity of business processes.

The fundamental difference between Society 5.0 and the industrial revolution 4.0 is how the role of humans in the development of science and technology. In the era of revolution industri 4.0 initiated by Germany, it has caused a decline in human existence, because the amount of work usually done by humans has become replaced by the presence of intelligent robots. In this era, society is only as a user and recipient of the impact of technological developments. However, in the era of super-smart society or better known as society 5.0 which is a refinement of previous concepts, the Internet is not only used to share information but to live life. In this era of society 5.0 , it is an era where people can solve various social problems and improvethier quality of life by utilizing various innovations born in the era of the industrial revolution 4.0. (Bahri, 2022).

In the context of the world of education, students in the era of society 5.0 must be prepared to have competence or literacy skills, namely the ability to access, understand and use information intelligently. The literacy skills that must be developed include: 1) reading and writing literacy, 2) science literacy, 3) numeracy literacy, 4) financial literacy, 5) digital literacy, and 6) cultural literacy. Therefore, the content of the uriculum in Indonesian schools must emphasize the importance of literacy and contain various literacy, not only old literacy such as reading, writing, and numeracy, but also must contain various new literacy including data literacy, technological literacy , and human literacy. (Sá et al., 2021) . Data literacy is the understanding of reading, analyzing, using data and information (big data) in the world. For this reason, the National Literacy

Movement (GLN) must be implemented massively, both within the family, school and community environment (Ministry of Education and Culture Jakarta, 2017).

Therefore, in carrying out their duties in educating in the era of society 5.0, teachers must focus on character building, build a learning community, have an enterprenual mindset, and have the strength to compete both hard skills and soft skills in creativity and intelligence acting. Teachers must be able to carry out learning in accordance with the standards of advances in information and communication technology. Teachers' skills in the use and processing of big data can lead teachers to prepare technology-based learning activities that are human-centered.

Based on this, there are various challenges for teachers in carrying out learning in this era of society 5.0, including: *First*, Challenges in carrying out learning for students who have a variety of cultures and multilingualism (Teaching in multicultural society). *Second*, Challenges in constructing the meaning or concept of the material taught (Teaching for the construction of meaning). *Third*, the challenge of how teachers carry out active learning (Teaching for active learning). Fourth is the challenge of integrating technology in learning (Teaching and technology). (Husni & Atoillah, 2022). Furthermore, Hermawan revealed, as a result of the implications of the era of the industrial revolution 4.0 to the era of society 5.0, the rise of the creative industry so that the transformation of techno science in the education sector occurs, the challenges of the world of education in the period of the front will also be more complex. (Hermawan et al., 2020).

Teacher Competencies of the Society Era 5.0

Responding to the birth of the super smart society 5.0 era, the target of education in Indonesia is to produce graduates who have life skills, the ability to reason or think (critical thinking), are able to find solutions (problem solving), can build communication (communication), can making cooperation and networking (collaboration and social network), having high creativity (creativity) and capable of innovation and character.

So to face the demands of education in the era of society 5.0, the world of education must change its mindset and offer new things. The Education Unit must change the paradigm of education, including educators as the main figures in the implementation of education and learning must be able to be an inspiration for the growth and development of student creativity. Because if the world of education is still oriented towards the transfer of knowledge or just conveying knowledge, then education will be far behind with the various online services born by the technology. For this reason, in this era of society 5.0, teachers must have strong competencies. Teachers must be able to control the use of technology in learning, where teachers no longer highlight the technology itself as a problem issue in the industrial era 4.0 but the teacher is the director or driver (human centered) of technology concentration as the goal of the era of society 5.0 itself.

Among the abilities or competencies that must be possessed by teachers in the era of society 5.0 are: *First*, Educational competence, teachers must be role models or the main example for students, not just acting as learning material providers. Teachers have the responsibility not only to transfer knowledge, but teachers must put more emphasis on transferring values or attitudes by creating learning that is loaded with character, moral and exemplary education. If teachers only focus on knowledge transfer, then teachers can be displaced and replaced by technology because with the ease of technology, students can access knowledge information from anywhere. However, the formation of attitudes as soft skills of students will not be replaced by any sophisticated tool or technology. Technology in the field of education cannot change the role of teachers in teaching moral education and become an example for students (Husni & Atoillah, 2022). *Second*, teachers must be able to conduct comprehensive research (competence in research). *Third*, teachers must have critical thinking competence, critical thinking ability is not ordinary thinking, but thinking complexly, tiered, and systematically, which is also known as the ability to think at a high level HOTS (Higher Order Thinking Skills) (Dinna Ririn Agustina, 2019), namely the ability to think analytically, critically, and creatively to adapt in the future.

Fourth, teachers must have competence for digital (digital literacy). In this era of society 5.0, mastery of technology is very important for teachers, so that teachers can access various information to develop teachers' insights and abilities in the implementation of learning. Gilster defines digital literacy as the ability to use technology and information from digital devices effectively and efficiently in a variety of contexts such as academics, careers and everyday life. The ability to digital iteration is the ability of teachers in the use of technology to find, describe, analyze, assess, organize, disseminate and evaluate information using digital technology. For this reason, the era of society 5.0 must have knowledge and skills, in various digital devices used in learning such as smartphones, tablets, laptops, and desktop PCs, all of which are networks rather than computing devices.

Being a teacher in society 5.0, educators must have the ability in the field of computerization and imaginative thinking. With the teacher's digital skills such as using power points and videos in learning, the learning displayed by the teacher in the classroom will be more dynamic, more lively and more creative. Therefore, in this era of society 5.0 there are three things that teachers must function optimally, namely the Internet of Things in the world of education (IoT), (Society, n.d.) Virtual /Augmented Reality in the world of education, and the use of Artificial Intelligence (AI) to identify various things that students need in learning. With digital literacy, it can make individuals communicate well with others, can work together more effectively, and can increase a person's productivity. This is in line with various views that education with all aspects related to it cannot be separated from technology, especially in the industrial revolution 4.0 and the era of society 5.0 (Lahmi et al., 2021).

Fifth, teachers must have global competence in globalization, *Sixth*, teachers must have competence leadership, (Darmaji et al., 2019) *Seventh*, teachers must have competence communication and team working, namely skills in the process of transmitting information, ideas or ideas, emotions using symbols of words, images, graphics (Mulyadi, 2019) and able to cooperate, be responsible, respect and empathize and be able to compromise with others. *Eighth*, teachers must have competence critical thinking (Sendag et al., 2020), namely the ability to be aware of one's own thinking and reflection on the thinking of oneself and others.

Nine, Teachers must have competence creativity and problem solving. The ability to be creative is the ability to think, have high imagination, be able to produce something new and unusual (unusual) so that in the end it is able to make appropriate solutions to various problems. Therefore, teachers are required to be more innovative and dynamic in teaching in the classroom (Nasrul et al., 2022). *Ten*, teachers must have emotional intelligence (Dzakiyyah, 2022), where teachers must be able to present joyful and meaningful learning to students. *Eleven*, Teachers must have competence in future strategies such as entrepreneurship ability. With all the abilities of the teachers mentioned above, it is hoped that education can be in line with the goals of the Society 5.0 era, namely creating a super smart society.

Era Society 5.0 Learning Model

With the development of technology in the era of society 5.0, one of the main characteristics of learning is digital-based learning. The higher the level of technology use today, the learning activities must also adjust and undergo several changes including the existence of distance learning, the transition of learning from face-to-face classes to online classes which causes a transition from physical facilities to online facilities (Wulansari et al., 2022). In the era of revolution 4.0, learning has begun to be implemented by applying technology in learning such as hybrid learning or blended learning, which is a learning method that combines face-to-face learning in the classroom to combine with distance learning, or learning with a case base model. learning, using thoroughly documented real-life scenarios as learning material. So to meet the learning needs in era society 5.0, three literacies are needed, namely data literacy, human literacy, and technological literacy. The content of the curriculum in schools must prioritize literacy, starting from early or old literacy, namely reading, writing, and numeracy to the emphasis and development of a curriculum with data literacy, technological literacy, and human literacy (Aprilisa, 2020).

Thus the learning model in the era of society 5.0 will be very different from the learning model from the previous era. The learning model in the era of society 5.0 includes the first characteristic, the emergence of self-directed in students means that learning is carried out, followed by students because it is based on the needs they feel themselves, *Second*, learning uses various sources (multi-sources) and media that are very varied with various learning channels, *Thirdly*, Life-long learning means that

learning is carried out throughout life not only in formal institutions such as schools, but learning also occurs outside of school, *Fourth*, ICT base is learning by using information technology, (Titra et al., 2021) (Balyer & Öz, 2018), *Fifth*, there is a large motivation and a attitude to change and progress in students, and *Sixth*, adaptability (adaptive) to change, namely m have g rowth mindset not fixed mindset(Fajrussalam et al., 2020).

For this reason, ininter aksi learning, an educator must be able to build an atmosphere that can meet the psychological needs of students. The learning process that is implemented should implement the "Merdeka Belajar" system (Lestiyani, 2020). This means that students will be given free space to be creative in learning through facility services based on internet technology. However, it is necessary to remember that the role of teachers in developing the character, morals and morals of students cannot be replaced by technological tools alone. Because, if the teacher only plays a role in the knowledge transfer process, of course, the role of the teacher can be replaced by technology.

Thus framework the learning model of the era of society 5.0 (Dinna Ririn Agustina, 2019) is a learning process that focuses on the formation and coaching of critical thinking and problem solving skills, namely creating the ability toreason critically students systematically so that they can finding solutions, communication and collaboration skills, namely skills in communicating and working together and interacting with others, creative thinking and innovation skills, namely learning that can increase creativity so that students are able to produce innovative new things, and information and communications technology literacy (Hotimah & Ulyawati Siti Raihan, 2020) namely learning with the use of digital technology to improve the quality of education, contextual learning skills, namely learning that stimulates the contextual learning ability of students in order to developtheir knowledge. (Katyendo & de Souza, 2022)

From the discussion above, it can be seen that the learningconcept of the society 5.0 era can be grouped into three skills, namely: learning skills, literacy skills, and life skills. Skills l earning and innovation skills are also revealed by (Kulsum et al., 2022) including critical thinking skills, communication and collaboration skills, creative thinking and innovation skills. As for literasy skills, namely proficiency in the fields of I nformation, M edia, and T echnology (IMT), namely: 1) Information literacy (information literacy) 2) Media literacy is proficiency in learning information products and references and 3) Technology literacy, namely the ability to studying activity in networks (Kamsker et al., 2020).

While life skills (Maghfuri, 2019) are a person's ability or professionalism in performing a task which is reflected in five important skills abbreviated as "FLIPS", namely : 1) Flexibility and adaptability, namely proficiency in carrying outaplan according to the needsn, 2) Leadership i.e. having a leadership spirit, 3) Inisiative and self-direction, able to do one's own initiative inplanning, 4) Productivity and accountability (productive and accountability) and 5) Social skills i.e . having

proficiency in building profitable networks. As the same thing was also revealed by (Ministry of Education and Culture Jakarta, 2017).

CONCLUSION

Based on the discussion above, it can be implied that in facing the era of society 5.0. The world of education is required to be more responsive to the symptoms of social transformation in society. Teachers as central figures in the implementation of education and learning are required to have qualified competencies in facing the changes in the era of super smart society 5.0. Teachers are required to be literate in technology and able to control the use of technology in learning, so that the teaching and learning process carried out leads to human-centered or teachers as drivers of learning based on the use of technology. The readiness of teachers in access and mastery of technology is very important. Teachers are not only required to be professional in mastering the content of the subject matter and pedagogic knowledge, but teachers must also master knowledge about technology (technological knowledge), so that teachers can use hardware and software and connecting between the two in learning.

Therefore, a correct attitude is needed on the use of technology, and educators must be more selective in their application so as not to make technology concentration as the main thing but returned to educators as the direction of the use of technology, because the most important thing from teachers is the process of transferring moral values while technology in learning is only a supporting aspect of the implementation of the educational process aforementioned.

ACKNOWLEDGEMENT

Thank you to the extended family of State Islamic University of Mahmud Yunus Batusangkar and State Islamic University of SDD Bukittinggi along with the research institute and all parties who have contributed to this research.

REFERENCES

- Aprilisa, E. (2020). Realizing Society 5.0 to Face the Industrial Revolution 4.0 and Teacher Education Curriculum Readiness in Indonesia. *Proceeding International Conference on Science and Engineering*, 3(April), 543–548. <https://doi.org/10.14421/icse.v3.559>
- Bahri, S. (2022). Konsep Pembelajaran PAI di Era Society 5.0. *Edupeedia*, 6(2), 133–145.
- Balyer, A., & Öz, Ö. (2018). Academicians' views on digital transformation in education. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 809–830. <http://iojet.org/index.php/IOJET/article/view/441/295>
- Darmaji, D., Mustiningsih, M., & Arifin, I. (2019). *Quality Management Education in the Industrial Revolution Era 4.0 and Society 5.0*. 382(Icet), 565–570. <https://doi.org/10.2991/icet-19.2019.141>
- Dinna Ririn Agustina, R. P. W. (2019). Peran Pendidikan Berbasis Higher Order Thinking Skills (Hots) Pada Tingkat Sekolah Menengah Pertama di Era Society 5.0 Sebagai Penentu Kemajuan Bangsa Indonesia. *EQUILIBRIUM : Jurnal Ilmiah*

- Ekonomi Dan Pembelajarannya*, 7(2), 137.
<https://doi.org/10.25273/equilibrium.v7i2.4779>
- Dzakiyyah, H. N. (2022). Program Pengembangan Manajemen Diklat Terhadap Peningkatan Kualitas Guru di Era Society 5.0. *Andragogi*, 4(1), 15–24.
- Fajrussalam, H., Mansyur, A. S., & Zaqiah, Q. Y. (2020). Gaining Education Character Based on Cultural Sundanese Values: The Innovation of Islamic Education Curriculum in Facing Era Society 5.0. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(1), 104–119. <https://doi.org/10.25217/ji.v5i1.910>
- Hermawan, I., Supiana, S., & Zakiah, Q. Y. (2020). Kebijakan Pengembangan Guru di Era Society 5.0. *JIEMAN: Journal of Islamic Educational Management*, 2(2), 117–136. <https://doi.org/10.35719/jieman.v2i2.33>
- Hotimah, & Ulyawati Siti Raihan. (2020). Pendekatan Heutagogi dalam Pembelajaran di Era Society 5.0. *Jurnal Ilmu Pendidikan*, 1(2), 152–159. <https://jurnal-lp2m.umnaw.ac.id/index.php/JIP/article/view/602>
- Husni, H., & Atoillah, A. N. (2022). Islamic Education, Insan Kamil, and the Challenges of the Era of Society 5.0: A Literature Review. *Jurnal Penelitian Pendidikan Islam*, 10(1), 67. <https://doi.org/10.36667/jppi.v10i1.1005>
- Kamsker, S., Ph, D., & Monitzer, S. (2020). Digital transformation and higher education: A survey on the digital competencies of learners to develop higher education teaching. *International Journal for Business Education*, 160(1). <https://doi.org/10.30707/ijbe160.1.1648090946.696630>
- Katyeudo, K. K., & de Souza, R. A. C. (2022). Digital Transformation towards Education 4.0. *Informatics in Education*, 21(2), 283–309. <https://doi.org/10.15388/infedu.2022.13>
- Kementerian Pendidikan dan Kebudayaan Jakarta. (2017). Panduan Gerakan Literasi Nasional. *Panduan Gerakan Literasi Nasional*, 50. <https://gln.kemdikbud.go.id/glnsite/wp-content/uploads/2017/08/panduan-gln.pdf>
- Kulsum, U., Muhid, A., Uin, S. A., & Surabaya, I. (2022). Pendidikan Karakter melalui Pendidikan Agama Islam di Era Revolusi Digital. 12(2), 157–170. <https://doi.org/10.33367/ji.v12i2.2287>
- Lahmi, A., Rahmi, R., Ritonga, M., & ... (2021). Sosialisasi Prospek Pendidikan Agama Islam Menuju Era Society 5.0. *Jurnal Pengabdian ...*, 5(2), 272–280. <http://www.jurnal-umbuton.ac.id/index.php/ppm/article/view/1556%0Ahttps://www.jurnal-umbuton.ac.id/index.php/ppm/article/download/1556/1012>
- Lestiyani, P. (2020). Analisis Persepsi Civitas Akademika Terhadap Konsep Merdeka Belajar Menyongsong Era Industri 5.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(3), 365. <https://doi.org/10.33394/jk.v6i3.2913>
- Maghfuri, S. (2019). Pengaruh Kompetensi Guru, Kualitas Layanan Pendidikan Dan Standar Kompetensi Lulusan Berdasarkan Iso 9001 : 2008 Terhadap Kemampuan Life Skills Peserta Didik Di Smk Negeri 1 Bumijawa. *Magisma: Jurnal Ilmiah Ekonomi Dan Bisnis*, 6(1), 67–78. <https://doi.org/10.35829/magisma.v6i1.20>
- Mulyadi, Y. (2019). Vocational Teacher Perception on Industry 4.0 and Society 5.0. *Global Conferences Series: Sciences and Technology (GCSST)*, 2, 62–68. doi: <https://doi.org/10.32698/tech1315126>
- Nasrul, N., Hasnah, S., & Dzakiah, D. (2022). Kompetensi Guru Di Era Society 5.0. *Kiies*, 1, 116–120.

- <https://jurnal.uindatokarama.ac.id/index.php/kiiies50/article/view/1047%0Ahttps://jurnal.uindatokarama.ac.id/index.php/kiiies50/article/download/1047/609>
- Sá, M. J., Santos, A. I., Serpa, S., & Ferreira, C. M. (2021). Digital Literacy in Digital Society 5.0: Some Challenges. *Academic Journal of Interdisciplinary Studies*, 10(2), 1–9. <https://doi.org/10.36941/ajis-2021-0033>
- Salgues, B. (2018). *Society 5.0: Industry of the Future, Technologies, Methods and Tools*.
- Sendag, S., Erol, O., Sezgin, S., & Dulkadir, N. (2020). Preservice Teachers' Critical Thinking Dispositions and Web 2.0 Competencies. *Contemporary Educational Technology*, 6(3), 172–187. <https://doi.org/10.30935/cedtech/6148>
- Society, A. P. S. (n.d.). *Society 5.0*.
- Sudibjo, N., Idawati, L., & Harsanti, H. R. (2019). Characteristics of Learning in the Era of Industry 4.0 and Society 5.0. *International Conference on Education Technology*, 372(ICoET), 276–279. <http://staffnew.uny.ac.id/upload/130682770/penelitian/ba-32kur-masa-depansemnas-untirta16-2->
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, R n D*. Alfabeta.
- Titra, W., Sekolah, G., Agama, T., Mpu, H. N., & Singaraja, K. (2021). E-Learning Menjadi Platform Pembelajaran Era Society 5.0. *PRAMANA Jurnal Hasil Penelitian*, 1(1), 89.
- Wibawa, S. (2018). Pendidikan dalam Era Revolusi Industri 4.0. *Academia.Edu*, 8(2), 1–10.
- Wulansari, T. P., Sudiyanto, S., & ... (2022). Opportunities and challenges of mobile learning towards society 5.0. ... *Conference on Education ...*, 1(June), 53–60. <http://seminar.uad.ac.id/index.php/ICE/article/view/9440>
- Zed, M. (2018). *Metode penelitian kepustakaan*. Yayasan Pustaka Obor Indonesia.

Copyright Holder :

© Eliwatis.et.all (2022).

First Publication Right :

© Darussalam: Journal of Psychology and Educational

This article is under:

