

## Educators' Life Skills in the Era of Smart Society 5.0

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### Abstract

*Educators as one of the components of national education that have an important role in an educational institution. Seknun stated that "the educator as a teacher is someone who must be treated and imitated. Digugu means that everything that is conveyed is always believed and believed to be the truth by all his disciples. All knowledge that comes from the teacher is made as a truth that does not need to be proven or examined again. Imitated means to be a role model and role model for his students, starting from the way and way of thinking, how to speak to the way of behaving everyday. Thus, teachers have a very large role in the implementation of learning or education." (Seknun, 2012). Teachers are the figures who get along and interact with students the most compared to other personnel in the school. Teachers are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, conducting research and studies, and opening communication with the community.*

**Keywords :** Educator, Smart Society 5.0

### Abstrak

Pendidik sebagai salah satu komponen pendidikan nasional yang memiliki peranan penting dalam sebuah lembaga pendidikan. Seknun menyatakan bahwa "pendidik sebagai guru merupakan seorang yang harus bisa digugu dan ditiru. Digugu artinya segala sesuatu yang disampaikan senantiasa dipercaya dan diyakini sebagai kebenaran oleh semua muridnya. Segala ilmu pengetahuan yang datangnya dari sang guru dijadikan sebagai suatu kebenaran yang tidak perlu dibuktikan atau diteliti lagi. Ditiru artinya menjadi suri teladan dan panutan bagi muridnya, mulai dan cara berpikir, cara berbicara hingga cara berperilaku sehari-hari. Dengan demikian, guru memiliki peran yang sangat besar dalam pelaksanaan pembelajaran atau pendidikan." (Seknun, 2012). Guru adalah tokoh yang paling banyak bergaul dan berinteraksi dengan para peserta didik dibandingkan dengan personel lainnya di sekolah. Guru bertugas merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, melakukan bimbingan dan pelatihan, melakukan penelitian dan pengkajian, serta membuka komunikasi dengan masyarakat.

**Kata Kunci :** Pendidik, Smart Society 5.0

## INTRODUCTION

Educators as one of the components of national education have an important role in educational institutions. Educators are the main subjects who design learning activities, creativity to develop and improve the quality of learning outcomes in the era of smart society 5.0. Facing the era of society 5.0, there are many challenges and changes that must be made by the education unit because the main gate in preparing superior human resources is the education unit institution.

The concept of *society* 5.0 is a refinement of previous concepts. Where as we know, *society* 1.0 is when humans are still in the era of hunting and recognize writing, *society* 2.0 is an agricultural era where humans are familiar with farming, *society* 3.0 is when it has entered the industrial era, namely when humans have started using machines to help with their daily activities, *society* 4.0 where humans are

familiar with computers to the internet and Society 5.0 is an era where all technology is part of humans themselves, the internet is not only used to share information but to live life.

## METHODS

This research is the result of library research, data obtained from various literatures, then analyzed qualitatively descriptive.

## RESULTS AND DISCUSSION

### A. Definition of Society 5.0

Facing the era of society 5.0, there are many challenges and changes that must be made by educational units because the main gate in preparing superior human resources is the educational unit institution. The era of super smart society (society 5.0) itself was introduced by the Japanese Government in 2019, which was made in anticipation of the

turmoil of disruption due to the industrial revolution 4.0, which caused complex and ambiguous uncertainty (VUCA). (Japan Ahead of '5, n.d.). It is feared that this invasion could erode the values of human character that have been maintained so far.

On January 21, the Japanese Prime Minister's Office surprisingly launched a more humanistic roadmap, known as super-smart society or society 5.0, which is a human-centered and technology-based society. If we go back in time, society 5.0 was preceded by the era of hunting (society 1.0), agriculture (2.0), industry (3.0) and information technology (4.0). Through society 5.0, artificial intelligence that pays attention to the human side will transform millions of data collected through the internet in all aspects of life. And this is expected to become a new wisdom in the order of society. Society 5.0 emphasizes the need to balance the achievement of all aspects of life with solving social problems, especially economic and educational aspects. (Sabri, 2019) In facing the era of society 5.0, the world of educators

In Japan, society 5.0 is proposed in the 5th Science and Technology Basic Plan as the future society that Japan should aspire to. As we know, where society 1.0 is a hunting society, Society 2.0 is an agricultural society, society 3.0 is an industrial society, and society 4.0 is an information society.

#### **B. competencies that must be possessed by educators in the era of society 5.0**

In facing the era of society, there are two things that must be done, namely adaptation and competence. Adapting to Society 5.0, Dwi Nurani emphasized that we need to know the development of generations (recognize generations). The term baby boomers refers to the high birth rate of several generations starting from generation x to generation x where there is a transformation of human civilization. To answer the challenges of Industrial Revolution 4.0 and Society 5.0 in the world of education, 21st century life skills are needed or better known as 4C (Creativity,

Critical Thinking, Communication, Collaboration). Teachers are expected to be creative, able to teach, educate, inspire and be role models".

Meanwhile, in the 21st century, the competencies expected to be possessed by these students are the ability to have 6 Basic Literacies (numeracy literacy, science literacy, information literacy, financial literacy, cultural literacy and citizenship). Not only basic literacy but also have other competencies, namely being able to think critically, reason, be creative, communicate, collaborate and have problem solving skills. And most importantly, they have behavior (character) that reflects the profile of Pancasila students such as curiosity, initiative, persistence, adaptability, leadership, social and cultural awareness.

Producing superior human resources by adapting to the era of society 5.0., students must be balanced with strengthening the student profile of Pancasila. Where strengthening the value of Pancasila to students can be done through intracurricular activities, co-curricular activities, extracurricular activities, school environment activities, empowering community culture. Society 5.0. is a society that can solve various challenges and social problems by utilizing various innovations born in the era of the industrial revolution 4.0 such as the Internet on Things (internet for everything), Artificial Intelligence (artificial intelligence), Big Data (large amounts of data), and robots to improve the quality of human life. Society 5.0 can also be interpreted as a concept of a human-centered and technology-based society.

Royani said that "as educators in the era of society 5.0, teachers must have skills in the digital field and think creatively. Teachers in the era of society 5.0 are required to be more innovative and dynamic in teaching in the classroom. A bottom-up pattern of improving teacher competence needs to be carried out so that every problem and obstacle faced by a teacher can be accommodated to be studied together. In this case, the role of the Teacher

Working Group (KKG) and Subject Teacher Conference (MGMP) needs to be optimized and efforts to empower KKG and MGMP should be carried out continuously so as to create a collaboration oriented towards teacher self-development in facing the industrial revolution 5.0." (Royani, 2020)

There are three things that educators must utilize in the era of society 5.0. including the Internet of things in the world of education (IoT), Virtual / Augmented reality in the world of education, the use of Artificial Intelligence (AI) in the world of education to find out and identify the learning needs needed by students. Educators must also have 21st century life skills, namely leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, team working and problem solving. The focus of expertise in the field of 21st century education is currently known as 4C which includes creativity, critical thinking, communication and collaboration. (Sabri, 2019)

Educators in the century of society 5.0 must be driving teachers who prioritize students over themselves, take the initiative to make changes to students, take action without being told, continue to innovate and take sides with students.

The term education 5.0 is a term used generally by education experts to describe various ways to integrate cyber technology whether it is physically or not in learning. In addition, education 5.0 is also a phenomenon that arises in response to the needs of the 4.0 revolution where humans and machines are aligned to obtain solutions, solve various problems faced, and find various new innovations that may be utilized for the improvement of modern society. Latip suggested that there are at least four competencies that must be possessed by teachers in this society 5.0 era, among others:

1. Teachers must be able to conduct comprehensive research

2. Teachers must have 21st century competencies
3. Teachers must be able to present the module according to the passion of the learners
4. Teachers must be able to do innovative authentic learning

21st century learning is a learning era characterized by the development of digital information. One of them is through integrated learning or *blended learning*. *Blended learning* is a combination of online-based learning with face-to-face learning that combines the concept of general learning with technology-based learning. Thus, the Ministry of Education and Culture needs to review the 2013 curriculum to support the blended learning method. Then the revision was carried out by giving the name Curriculum 2013 revision. The revised 2013 curriculum is the result of improvements to the substance of the 2013 curriculum related to the core competencies, basic competencies, syllabus, learning evaluation, and learning hours. The changes are clearly visible in the four important points that must be applied during the KBM in the revised 2013 curriculum, thus demanding the creativity of educators in mixing it:

The four points include:

1. Strengthening Character Education (PPK)
2. Literacy
3. 4C (*Creative, Critical Thinking, Communicative, and Collaborative*)
4. *Higher Order Thinking Skills* (HOTS)

Through an awareness of meeting professional competency standards and efforts to renew and improve professional competencies during the period of working as a teacher, PKB is carried out with a holistic commitment to the structure of skills and personal competencies or an important part of professional competence. In this case, it is a commitment to become a professional by meeting professional competency standards, always updating them, and continuously developing them. ESC is key to optimizing

current and future career development opportunities. Therefore, PKB must encourage and support change, especially in teacher practices and career development.

ESC does not happen on an ad-hoc basis but is carried out through an approach that begins with planning to achieve professional competency standards (especially for teachers who have not achieved competency standards in accordance with the results of performance appraisals, or in other words low performers), maintain and develop knowledge, skills and acquisition of new knowledge and skills. ESC in the context of knowledge and skills development is the responsibility of individual teachers in accordance with the learning society, so it is especially important for teachers who are at the forefront of education. In the Indonesian context, PKB is a continuous professional development that is carried out in accordance with the needs of teachers to achieve professional competency standards and/or improve their competence above professional competency standards which also has implications for the acquisition of credit numbers for promotion/functional position of teachers. PKB includes three components, namely:

#### **Self-Development**

Self-development is an effort to improve one's professionalism in order to have competencies in accordance with the laws and regulations in order to be able to carry out one's main duties and obligations in learning/mentoring including the implementation of additional tasks relevant to the functions of the school/madrasa. Self-development activities consist of functional training and collective teacher activities to achieve and/or improve teacher professional competencies which include: pedagogical, personality, social and professional competencies. Functional training is a teacher activity in participating in education or training that aims to achieve established professional competency standards and/or improve professionalism to have competence above

professional competency standards within a certain period of time. Meanwhile, collective teacher activities are teacher activities in participating in scientific meetings or joint activities that aim to achieve standards or above predetermined professional competency standards.

For the purposes of awarding credit points for functional training and collective teacher activities, the physical evidence that must be included is as follows: (1). A copy of the letter of assignment from the principal or other related institution, which has been authorized by the principal; (2) A copy of the training certificate authorized by the principal; (3) A report on the results of the training made by the teacher concerned, typed and bound and presented with a content framework including the initial part, the content part, and the final part, namely the appendix, in the form of a summary matrix of the implementation of the training. In addition to teachers' collective activities that are carried out in teachers' groups/work groups (KKG, MGMP, KKKS, MKKS), certificates are given once a year in accordance with the school year at the end of the regular group/teacher work meeting. The certificate is signed by the head of the district/city/provincial education office at the proposal of the head of the group/work meeting, as explained in Book 4 of the PKB guidelines.

#### **Scientific Publications**

Scientific publications are scientific papers that have been published to the public as a form of teacher contribution to improving the quality of the learning process in schools and the development of the world of education in general. Scientific publications include 3 groups of activities, namely: (1) presentations at scientific forums; as presenters / resource persons at seminars, scientific workshops, colloquiums or scientific discussions; (2) scientific publications of research results, for example Classroom Action Research (PTK) covering problems faced by teachers (in learning interactions, related to learning

achievement, learning discipline), innovative ideas in the field of formal education, for example popular scientific writing in the field of formal education and learning in education units published in mass media / journals; (3) publication of textbooks, enrichment books and / or teacher guidelines.

### **Innovative Work**

Innovative work is work that is a development, modification or new discovery as a form of teacher contribution to improving the quality of the learning process at school and developing the world of education, science/technology and art. This innovative work includes: (1) invention of appropriate technology in complex and/or simple categories; (2) invention/creation or development; (3) creation/modification of learning tools/exhibits/practicum in complex and/or simple categories; (4) preparation of standards, guidelines, questions and the like at the national and provincial levels.

Examples of Physical Evidence that must be attached to props: (1). Written report on how to make and use teaching aids equipped with pictures/photos of the teaching aids if the teaching aids are not possible to be sent; (2). A written report on how to make and use teaching aids equipped with props made if the props are possible to be sent; (3) An endorsement sheet/statement from the Principal/madrasah that the props are used in the school/madrasah. While the amount of credit for teaching aids is: (1) Complex category, given a credit score of 2; (2) Simple category, given a credit score of 1; (3) The credit score is given every time a teaching aid is produced and can be done by individuals or teams.

### **C. Effective Attitudes in Implementing Learning in the Era of Society 5.0**

Many changes and challenges are faced in the Era of *society* 5.0. In facing these changes, there are several attitudes that educators and students must have. One of the things that must be done is to be able to adapt. What is meant by adapting is to know the development of technology and

generations, starting from generation x to generation  $\alpha$  where there is a transformation of human civilization.

In addition, to face the challenges of *society* 5.0 in the world of education, skills are needed which are better known as 4Cs which include:

1. *Creativity*, which is the ability of individuals to think creatively, broadly, and even out of the ordinary so that these individuals can face existing problems and can also create something new and different. This is because creative people tend not to stick to just one point of view, but they try to see other points of view to produce something new and even unique. For example, a teacher can use advanced technology in learning in class so that students are more interested and pay attention. This is because it cannot be denied that young people today are very interested in technological developments, so teachers can take advantage of their interest to develop existing learning techniques.
2. *Critical thinking*, which is the ability to think more clearly and rationally in dealing with problems and what to do. This causes a person to tend not to accept information rawly, because they tend to analyze and evaluate the truth of the information first by looking at several different points of view.
3. *Communication*, which is communication skills so that individuals can build relationships with anyone and anywhere, whether in the family, business, office, and others. Communication is needed in learning, especially in the development of increasingly advanced technology where there is some information that needs to be true. Thus, communication is needed between teachers and students in order to create a learning process.
4. *Collaboration*, which is the ability to be able to work together between one individual and another. This is needed in solving some problems that require

thoughts or actions from several people to avoid failures that might occur. An example in the application of *society 5.0* in learning is collaborating with someone who is more knowledgeable about technology, so that the technology can be used optimally.

## CONCLUSIONS

*Society 5.0* is an idea and concept that brings major changes in solving society's problems by utilizing technology and taking into account human aspects and humanities. Smart *society 5.0*, leading to a smart society is a society that produces and uses knowledge to be more successful. In facing *society 5.0*, there are at least four competencies that must be possessed by teachers, namely being able to conduct comprehensive research, having 21st century competencies, being able to present modules according to the passions of students, and being able to carry out innovative authentic learning.

Two things that educators must have in the era of *society 5.0* are

1. Adaptation
2. Competence, as well as professional development including, self-development, scientific publications and innovative work

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