Teacher Development to Augment Pedagogical Competence in Society 5.0

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	Abstract
Keywords: Competence; Teachers; Pedagogic; Society 5.0.	This research aims to analyze and describe the process of enhancing teachers' pedagogical competence in Society 5.0. A qualitative research methodology was employed, utilizing a case study approach. Data were collected through interviews with one principal, one vice principal, six teachers, and one administrative staff member. Data processing techniques included reduction, data presentation, and conclusion drawing. The validity of the data was ensured through credibility and confirmability. The findings indicate three stages of teacher development: (a) Awareness and behavior formation stage, which involves training needs analysis, learning design, access to self-contained material centers, teacher motivation, moral and material support, performance assessment, Yaumiyah, Tastqif, and Tahfidzul Qur'an programs. (b) The ability transformation stage focused on education quality, the application of independent learning, and learning design. (c) The ability enhancement stage involved IT-based learning and teacher collaboration. The outcomes of teacher development encompassed competence mapping, student mentoring, identification of developmental needs, fostering Islamic personality, nurturing character-driven teachers, employing Student-Centered and Project Learning models, and an increase in teachers' knowledge.

	Abstrak
Kata kunci: Kompetensi; Guru; Pedagogik; Era 5.0. Article history: Received: 25-09-2023 Revised 19-11-2023 Accepted 03-12-2023	*Tujuan penelitian untuk menganalisis dan mendeskripsikan proses pembinaan kompetensi pedagogic guru di era 5.0. Metode penelitian kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data: wawancara kepada 1 kepala sekolah, 1 wakil kepala sekolah, 6 guru dan 1 tenaga administrasi. Teknik pengolahan data: reduksi, penyajian data dan penarikan kesimpulan. Teknik keabsahan data: kredibelitas (triangulasi teknik dan sumber) serta konfirmabilitas. Hasil penelitian menunjukkan: (1) pembinaan guru: (a) tahap penyadaran dan pembentukan perilaku: analisis kebutuhan pelatihan, desain pembelajaran, akses pusat materi mandiri, memotivasi guru, dukungan moril dan materiil, penialaian kinerja, program Yaumiyah, program pembinaan Asosiasi Pendidikan Nasional Indonesia, program Tastqif, dan program Tahfidzul Qur`an. (b) tahap tranformasi kemampuan: mutu pendidikan, aplikasi merdeka belajar dan desain pembelajaran. (c) tahap peningkatan kemampuan: pembelajaran berbasis IT dan kolaborasi sesama guru. (2) hasil pembinaan guru: pemetaan kompetensi, pembimbing siswa, indentifikasi kebutuhan pembinaan, berkepribadian Islami, guru berkarakter, menggunakan model pembelajaran Student Centered dan Project Learning serta pengetahuan guru semakin meningkat.*

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INTRODUCTION

The inception of Society 5.0 heralds an era of technological amalgamation with education to respond to the evolving facilities and human resource conditions in Indonesia. This investigation analyzes the interlacing of education with advances in technology, taking into account human resource competencies, the Internet of things, augmented reality, and artificial intelligence (Sukatin et al., 2022). Education management in the Society 5.0 era integrates information technology with educational necessities in schools (N. N. L. Handayani & Muliastrini, 2020). Hence, educational processes within an institution must align with the demands of Society 5.0, embodying an innovative, creative, and superior educational system (Harun, 2021). The integration of technology in education in Society 5.

In the era of Society 5.0, teachers play a pivotal role as agents of knowledge and technology transformation, leveraging advancements in information technology as the primary medium supporting educational processes (Padmawati & Pihung, 2022). Innovative educational and learning systems are key to ensuring students acquire the requisite competencies and creativity (Pinatih, 2020). Furthermore, to actualize the educational system in Society 5.0, teachers must enhance their pedagogical competence through technology-based learning centered on students (Mega, 2022). The application of pedagogical competence through learning also necessitates a futuristic learning system and apt learning models to holistically develop student potential to meet the challenges of Society 5.0 (Ma'rufah & Arsanti, 2022). Thus, teachers in the Society 5.

Teacher development in Society 5.0 is one of the measures schools adopt to prepare teachers to face challenges in an era intertwined with information technology and the internet (Ayub et al., 2022). Teacher development in schools can be realized through several means such as in-service training, scholarly work development, professionalism enhancement, research development, and others that can augment teachers' capabilities in Society 5.0 (Husaini, 2018). Through development, teachers can create more innovative learning experiences that ensure maximal delivery of teaching materials to students in Society 5.0 (Anggreini & Priyojadmiko, 2022). Teacher development aims to enhance classroom teaching systems, rectify discrepancies or errors during the learning process until a conducive classroom climate is established,

The research results indicate that teacher development, employing the Hakadohop approach conducted in SDN Balukon 1 and SDN Bukit Bamba 1, successfully enhanced teachers' professionalism through supervision, in-house training, evaluation meetings, and teacher file evaluations (Berliani et al., 2022). Another study showcases that school principal-led development pays attention to and evaluates teachers' learning administration, such as RPP, learning implementation, and learning evaluation activities, also undertaking follow-up measures post-development (Fatimah, 2022). The divergence in these two research outcomes lies in their focus; this study emphasizes schools, especially principal-led teacher development, to prepare teachers for Society 5.0 through enhancing pedagogic competence in teachers.

This research specifically aims to elucidate and qualitatively reveal how school principals facilitate teacher development to augment pedagogic competence in Society 5.0. The development process unfolds in three stages: firstly, explaining and uncovering the awareness and behavior formation stage that consists of development preparation processes, stimulating, and forming teacher behaviors for development. Second, delineating and revealing the ability transformation stage, which encompasses the transformation of knowledge and skills regarding teachers' pedagogical competence. Lastly, elucidating and introducing the ability enhancement stage that involves augmenting the knowledge and skills of teachers in schools.

RESEARCH METHOD

Research concerning the development in the Society 5.0 era to enhance teachers' pedagogical competence was conducted qualitatively through a case study approach. The research was carried out to explain and describe in depth and naturally the process of awareness and behavior formation, capability transformation, and capability enhancement as well as the results of the development process in improving teachers' pedagogical competence in the Society 5.0 era at the Integrated Islamic Elementary School Robbani Banjarbaru.

Data collection techniques in this research were conducted through three techniques. First, the interview technique, which involved interviewing 1 principal, 1 vice curriculum, 6 teachers, and 1 school administrative staff about the process of awareness and behavior formation, capability transformation, and teacher capability enhancement, as well as the results of pedagogic competence development process in the Society 5.0 era. Second, the observation technique, observing the process of awareness and behavior formation, capability transformation, and capability enhancement, as well as the results of the development process for 2 months, from May to June 2023. Third, the documentation technique, collecting documents in the form of development files from the principal, development documentation files, guidebooks,

Data processing techniques in this research were carried out using the approach from Miles and Huberman which consists of four main steps. First, data collection, data collection in this research was carried out through interviews, observation, and documentation techniques. Second, data condensation, where the researcher collected data according to two focuses in this research, firstly grouping data based on stages in development, namely the stages of awareness and behavior formation, capability transformation, and capability enhancement. Second, grouping data based on the results of the Society 5.0 era development process in improving teachers' pedagogic competence at Integrated Islamic Elementary School Robbani Banjarbaru. Third, data presentation, where the researcher displays research results in the form of sentences or brief descriptions and tables that can explain research results based on the results of the condensation that has been carried out. Fourth, conclusion drawing, where the researcher makes conclusions on the data that has been condensed and presented in sentence form with the aim of obtaining valid research results.

Data validity techniques in this research were carried out with two techniques, namely credibility and confirmability techniques. First, credibility techniques were carried out through technique triangulation and source triangulation. Triangulation technique was done by comparing research results from interviews that were compared with observation results and documentation results. Meanwhile, source triangulation was carried out by comparing research results from the principal with the vice curriculum, teachers, and also educational/administrative staff. Second, confirmability, which was carried out after the research results were compiled and tested for credibility. Confirmability in this research was carried out by reconfirming research results to research sources, namely the principal, vice curriculum, teachers, and administrative staff.

RESULTS AND DISCUSSION
Results of the Research

The research on teacher training for enhancing pedagogic competence at the Integrated Islamic Elementary School Robbani Banjarbaru during the Society 5.0 era, developed from Sumodiningrat's theory regarding training stages, is explained as follows. The principal of Integrated Islamic Elementary School Robbani Banjarbaru, Oelistianti, ST., M. Pd., who was interviewed on May 15, 2023, in the principal's office, explained the preparatory phase before the implementation of teacher training by stating. *Yes, before doing the coaching, I m Ask teachers to design learning that suits students' needs and characteristics according to the results of initial diagnostic assessments (cognitive and non-cognitive).*

This statement was further clarified by the deputy principal for curriculum, Mr. M. Usman Fauzan, S. Pd., who was interviewed on May 15 2023 in the teachers' room. "*Pre-condition preparation for improving teacher competency in the era of Society 5.0 is to ensure that all teachers have accessed PMM and studied at least the 7 modules contained in it.*"

These two explanations were also confirmed and added again by the teacher, Mrs. Feny Jatiayu, S. Pd. And Meta Julia, S. Pd. who was interviewed on May 16 2023 in the teacher's room by explaining: "*Because coaching is a continuous process, before the coaching process, training planning and needs analysis should be carried out, both strengths and weaknesses. Plan what training is needed by teachers.*"

So it can be concluded that in the process of preparing teacher coaching in the era of society 5.0 to improve teacher pedagogic competence, it is to analyze coaching needs, teacher weaknesses and strengths, design learning according to needs and prepare the Independent Learning Center on the independent learning platform.

Then the process of stimulating teacher awareness for the coaching process was explained by the principal Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room, namely. "*Motivating teachers about the importance of implementing an independent curriculum according to KHD teachings so that learning at Robbani is not inferior to other schools.*"

This statement was also confirmed by teachers Zulkarnaen, S. Pd and Harist Setiyawan, S. Pd who were interviewed on May 16 2023 in the teachers' room and explained as follows.

This stimulation can be done by providing full support to teachers both in terms of material and non-material. By ensuring all teachers access PMM and report the achievements of their independent training by taking real action. Implementing learning communities according to level

From this statement it can be concluded that stimulating awareness is carried out by providing motivation, support, material and non-material, being able to access the Independent Material Center, and forming a community according to the level of teachers at school.

Meanwhile, for the behavior formation process, the results of interviews with the school principal, namely Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room explaining. "*By assessing teacher performance through learning supervision, by completing teacher yaumiyah practices, carrying out apni coaching activities, taking part in monthly Tastqif coaching and implementing the tahfidzul qur`an program for teachers.*"

The principal's explanation was also clarified and strengthened by teacher M. Alfian, S. Pd who was interviewed on May 16 2023 in the teacher's room and explained. "*To shape behavior, it is necessary to observe (observe) the training needs of teachers, then share ideas or experiences with fellow colleagues and reflect on the actions that have been carried out in teaching.*"

Fitrah Annisa as an administrative staff at the Robbani Integrated Islamic Basic School, whom the researcher interviewed on May 18 2023 in the Administration room, explained.

I'm just an admin worker, I prepare administrative guidance for what the school principal needs. If it's related to coaching, yes, I know, teachers take online training, so they're free to learn here. There are also other school programs with an Islamic theme, such as reciting tahfidz and tasqif.

It can be concluded that the formation of teacher pedagogic behavior is carried out through school programs such as *Yaumiyah*, coaching Indonesian National Education Association,*Tastqif,*and Tahfidzul Qur'an. Apart from that, this is also done by analyzing training concepts and conducting performance assessments on teachers.

Furthermore, the transformation of teacher knowledge and skills in the era of society 5.0 as explained by the school principal, namely Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room.

"By ensuring that each teacher carries out independent training on the Merdeka Mengajar Platform and forms a learning community according to their respective class levels. Meanwhile, skills include doing collaborative work and honing digital skills according to current developments, such as using Google Workspace for education."

This was explained further by the deputy principal for curriculum M. Usman Fauzan, S. Pd., who was interviewed on May 15, 2023, and by teacher Multi Muljiah, S. Pd who was interviewed on May 16 2023 in the teacher's room sequentially explaining about transformation of abilities and knowledge viz.

> *For knowledge transformation, teachers are invited to learn about the quality of education, while for skills transformation, teachers are invited to become more skilled in using computers so that they can use computers and design learning in the RPS. Then for our teachers to transform their knowledge, transfer it into the RPS as best as possible before teaching, and then transform their skills because it was the RPS, so our learning process is always good, innovative and so on.*

If a conclusion is drawn, it can be explained that the transformation of teacher knowledge is carried out by providing an understanding of the quality of education and training in independent learning applications. Meanwhile, the transformation of teacher skills is carried out by designing learning in RPS innovatively.

Furthermore, increasing the knowledge and skills of teachers at the Robbani Integrated Islamic Elementary School was obtained from the results of interviews with the school principal Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room.

> *If knowledge increases, that can be done by increasing the learning process, especially in today's IT-based era. Meanwhile, to improve teachers' skills, they are more skilled in teaching using computers or technology.*

Then it was explained again by the teacher, namely Feny Jatiayu, S. Pd., who was interviewed on May 16 2023 in the teacher's room and said.

> *Yes, to increase knowledge, yes, by good and innovative teaching and learning in the classroom, utilizing IT means having to be innovative based on IT. Meanwhile, to improve teachers' skills, they can be skilled and innovative in the classroom, as well as being innovative and able to collaborate with fellow teachers to share knowledge and experiences about their respective versions of innovative learning.*

So it can be concluded that teachers' knowledge about IT-based learning has increased. Meanwhile, increasing skills can teach innovatively by utilizing IT and collaborating with colleagues.

Next, the results of research on the stages of awareness and shaping teacher behavior in the coaching preparation process, stimulating awareness and shaping behavior were explained by the school principal Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room as follows.

> *Creation of mutual understanding and agreement regarding the goals and objectives of coaching, mapping of current teacher pedagogical competence, identification of training needs, and development of teacher pedagogical competence in the hope of implementing student formation as stated in the vision and mission of the school at Sdit Robbani. Every teacher has the motivation to transform into a teacher who not only transfers knowledge*

but is also able to guide students to become individuals with noble character according to Islamic teachings. Teachers have good pedagogical competence and have an Islamic personality.

Then the results of research on the ability transformation stage, namely the transformation of teacher knowledge and skills, were also explained by the school principal Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room as follows.

Formation of teacher character who can be an example for his students. Teachers carry out a transformation in pedagogical competence from those who usually transfer knowledge to teachers who can guide students according to the nature of nature and the nature of the times. There is a change in learning patterns that is more in favor of students and the use of digital technology in their learning.

Finally, the results of research regarding the capacity building stage, namely increasing teacher knowledge and skills, were also explained by the school principal Oelistianti, ST., M. Pd. who was interviewed on May 15 2023 in the school principal's room as follows. "*Teachers have better pedagogical competence. Teachers have better pedagogical competence with Student-Centered learning and project-based learning. Teachers have better pedagogical competence in classroom learning.*"

Overall, the results of research on teacher development to improve pedagogic competence in the era of Society 5.0 at the Robbani Integrated Islamic Elementary School are explained in Table 1 below:

Table 1. *Development of Pedagogical Competency for Teachers in Society Era 5.0*

Coaching	Sub Coaching	Coaching Results
Era 5.0 Teacher Development	Stage of awareness and formation of behavior	- Preparation process: analysis of teacher strengths and weaknesses, analysis of coaching needs, designing learning according to student needs and accessing the Independent Material Center - The process of stimulating teacher awareness: motivating teachers to implement independent learning and training, material and non-material support, and accessCenter for Independent Materials and forming communities according to level. - Process of forming teacher behavior: Analysis of training concepts, performance assessment, Yaumiyah program, coaching programIndonesian National Education Association, program*Tastqif,*and the Tahfidzul Qur'an program
	Ability Transformation Stage	- Knowledge transformation: quality of education and application of independent learning training. - Transforming skills: designing learning
	Capacity Enhancement Stage	- Increasing knowledge: IT-based learning system

		- Skills enhancement: learning innovation and collaboration with peers
Results of Teacher Development Era 5.0	Stage of awareness and formation of behavior	- Teachers understand the goals of coaching - Teachers are able to map pedagogic competencies - Teachers are able to identify coaching needs - Teachers are able to guide students according to Islamic teachings - Teachers' pedagogical competence increases and they have an Islamic personality
	Ability Transformation Stage	- Character teachers are formed - Teachers are able to guide students' abilities - Teachers are able to teach using IT
	Capacity Enhancement Stage	- Teachers' pedagogical competence increases - Teachers develop Student Centered and Project Learning learning models - Teacher knowledge in the classroom increases

Research Discussion

Based on Table 1, the results about-coaching to improve the pedagogical competence of teachers at the Robbani Banjarbaru Integrated Islamic Elementary School of Society 5.0 research can be discussed as follows:

Development of Pedagogical Competency for Teachers in Society Era 5.0

Development in the era of Society 5.0 to improve the pedagogical competence of teachers at the Robbani Banjarbaru Integrated Islamic Elementary School is carried out in three stages which are explained as follows:

Awareness and Behavior Formation Stage

The stage of awareness and behavior formation in improving the pedagogic competence of teachers at the Robbani Banjarbaru Integrated Islamic Elementary School in the era of Society 5.0 is carried out in several processes which are explained as follows:

First **pre-condition preparation process to facilitate the teacher development process in the Society 5.0 era.** The process of preparing pre-conditions to facilitate the process of developing teachers in the Society 5.0 era at the Robbani Banjarbaru Integrated Islamic Elementary School is carried out by the principal, deputy principals in both curriculum and other fields as well as quality assurance which is carried out at the school at every school meeting. The principal, deputy principal, and quality guarantor conducted an analysis of teacher needs to face the Society 5.0 era, namely identifying new skills and knowledge needed by teachers to create a learning environment that is relevant to developments in technology and society. There is no significant influence between teacher skills and abilities and teacher performance, so teachers need to improve their skills and knowledge to improve teacher performance in the future (Azimmi & Zaitul, 2020).

The aim of carrying out the pre-condition preparation process to facilitate the process of developing teachers in the Society 5.0 era at the Robbani Banjarbaru Integrated Islamic Primary School is firstly to ensure that teachers at SDIT Robbani

Banjarbaru have an important and strong basis for developing teacher skills to develop Society 5.0 era skills through the use of technology, integration of digital literacy, and the ability to teach students with diverse learning styles. Because teacher skills can influence student learning outcomes by as much as 37% (Moonti et al., 2021), this can have a positive impact on student achievement at school (Wicaksono et al., 2021).

Second, ensure that all teachers have the same understanding of the goals and objectives to be achieved and to find out what pedagogical competencies teachers already have and which still need to be improved to create uniformity in the vision and goals of coaching, so that all teachers move in the same direction in developing skills. Teacher. By understanding competency, teachers can understand their abilities, understanding, skills and arrive at aspects of assessment that must be carried out while at school (Ramaliya, 2018).

The process of preparing pre-conditions to facilitate the teacher development process in the Society 5.0 era at the Robbani Banjarbaru Integrated Islamic Elementary School is carried out in several ways, first analyzing the needs of both teacher strengths and weaknesses which includes assessing their strengths and weaknesses in various aspects of learning, class management and communication with students and parents. By analyzing work abilities, teachers can increase their work motivation by 54.35%, this shows that teachers can increase their pedagogical competence by 63.04% (Siswanto, 2021).

Secondly, analyzing what teachers need to improve their pedagogical competence includes training in the application of educational technology, the use of digital learning resources, and teaching strategies that are in accordance with the Society 5.0 concept, which emphasizes the integration of technology in the learning process. Teachers as educational facilitators in schools are required to know and master the use of information technology to support students' level of learning achievement and understanding during learning (Lesmana et al., 2023).

Third, ask teachers to design learning that suits students' needs and characteristics. Teachers need to understand their students well, recognize students' learning styles, and design learning strategies that are relevant to Society 5.0 educational goals that involve the use of technology such as e-learning, augmented reality, or the use of sophisticated educational applications. By designing learning well, this can significantly influence the quality of teacher teaching (Nurhasanah et al., 2021).

Fourth, ensure that all teachers have accessed the Independent Material Center (PMM) and studied at least the 7 modules contained in it.contains training modules, online educational resources, and tools that support teacher professional development. By accessing PPM, teachers can get inspiration from teaching videos that have been validated by the ministry, learning is more innovative, learning documentation can be stored neatly and shared with other fellow teachers and teachers get lots of references regarding teaching materials that will be used in learning (Arnes et al., 2023).

Both processes mstimulate teacher awareness to improve teacher pedagogic competence in the era of society 5.0. Stimulating the awareness of Society 5.0 era teachers

in increasing their pedagogical competence at the Robbani Banjarbaru Integrated Islamic Elementary School by the principal, deputy principal, or colleagues has been carried out since SDIT Robbani became the implementer of the first generation driving school program and the implementation of the independent curriculum and the launch of the independent teaching platform for teachers . The process of stimulating the awareness of Society 5.0 era teachers in improving their pedagogical competence at the Robbani Banjarbaru Integrated Islamic Primary School was carried out in several ways, firstly providing motivation to teachers about the importance of implementing the independent curriculum according to the teachings of the Living Curriculum (KHD) so that learning at Robbani runs well.Teacher performance motivation can be done through seminars, training, or lectures that illustrate how education that focuses on independence, problem solving, and innovation is the key to success in the current era. Because teacher work motivation is in the medium category, it can influence teacher performance at school (Agustina et al., 2020).

Second, stimulate teacher awareness to be able to take part in various teacher trainings to improve teacher pedagogic competence by inviting educational experts, successful practitioners, or educational technology experts to provide examples of how strong pedagogical competence can improve the quality of teaching and student learning outcomes. Apart from that, schools also provide incentives or rewards for teachers who actively participate in training. Because training and education, if done well in schools, have a significant influence on teacher performance (Audah, 2020).

Third, provide full support to teachers both in terms of material and non-material.Materials may include educational facilities, devices, or resources necessary to implement current technologies and methodologies. Non-material support includes guidance, mentoring and ongoing coaching to help teachers overcome obstacles in improving teacher pedagogical competence in the era of society 5.0. Fourth, ensure all teachers accessCenter for Independent Materials(PMM) and report on the achievements of their independent training by taking concrete actions and implementing learning communities according to their level.Teachers have access to PMM and understand how to use it, so teachers must report learning achievements in independent training by integrating what teachers learn in daily learning according to educational levels to be able to collaborate and support each other in improving teachers' pedagogical competence.

The aim of the process of stimulating the awareness of teachers in the Society 5.0 era in increasing their pedagogical competence at the Robbani Banjarbaru Integrated Islamic Elementary School is first to increase teachers' pedagogical competence, namely regarding teaching techniques, evaluation and the latest learning approaches that are in accordance with Society 5.0. Second, improve teaching strategies so that they will provide an interesting learning experience for students. By improving teachers' skills in utilizing technology and interesting learning methods, learning will be more relevant and make students more involved in the learning process. The teacher's teaching skills have a positive effect on students' learning motivation, meaning that the more skilled

the teacher is in preparing the lesson, the more motivated the students will be to take part in the lesson (Handayani et al., 2021).

Third, to ensure that all teachers have the same understanding of the goals and objectives to be achieved,including understanding the importance of the Merdeka Curriculum, the use of the Merdeka Mengajar platform so that all teachers will work towards a uniform educational vision and mission. Fourth, to ensure learning that supports students according to the teachings of the Living Curriculum (KHD), namely teachers must be able to create a learning environment that supports students' exploration, creativity and personal growth. The independent curriculum requires teachers to conduct innovative learning that focuses on student exploration where teachers must be facilitators, innovators and inspirers for students (Pertiwi et al., 2022).

The three processes of forming teacher behavior to improve teacher pedagogic competence in the era of society 5.0 at the Robbani Banjarbaru Integrated Islamic Elementary School which is carried out by the principal, deputy principal, local education office, or foundation which is carried out with the aim of influencing teachers to improve the teaching system. The next goal is to ensure the progress of education, especially at SDIT Robbani, as well as the formation of student character as stated in the school's vision and mission.Teachers can act as good role models, teaching values such as integrity, honesty, discipline and responsibility to students.

Things that are done to shape behavior in improving the pedagogical competence of teachers in the Society 5.0 era at the Robbani Banjarbaru Integrated Islamic Elementary School include: firstly analyzing the concepts, ideas and actions of training in teacher teaching.This involves a deep understanding of the concepts of Society 5.0 to be integrated in the learning process, technological developments that influence teaching methods. Analysis of training needs needs to be carried out well, because it will influence the process and results of the training itself.

Second, by assessing teacher performance through learning supervisionclassroom observations, analysis of lesson plans, and evaluation of student learning outcomes. The results of supervision can provide the necessary feedback to help teachers improve teacher pedagogical competence. Good supervision techniques will determine the results of those supervised, therefore the principal must have and master several supervision techniques such as effective meetings to supervise the school climate, school culture and so on, then supervise with effective visits to supervise learning in the classroom and and so on (Baidowi & Syamsudin, 2022).

Third, carry out APNI coaching activities,APNI (Indonesian National Education Association) coaching activities can provide a platform for sharing knowledge and experience between teachers through the exchange of ideas and effective teaching strategies in the context of Society 5.0. Educational development for all school members requires a consistent and sustainable process, the aim of which is to shape the character of school members in accordance with the school's vision and to improve the abilities of school members to be better than before.

Fourth, by completing the teacher's Yaumiyah practice,includes daily good practices that reflect Islamic moral and ethical values which are able to shape the character of teachers in education in the Society 5.0 era.The fifth took part in monthly Tastqif coaching as a vehicle for teachersto increase teachers' understanding of Islamic teachings and their relevance in education. This can help teachers understand Islamic values that need to be integrated into teacher learning. Sixth, implement the Tahfidzul Qur'an program for teachers,helping teachers improve their understanding of the Islamic religion and develop skills in reading and understanding the Koran which is the school's commitment to religious education in a modern educational environment. Religious work programs implemented and applied in schools are capable and proven to be able to comprehensively increase the level of faith or spirituality of school residents (Alfiah, 2018).

Ability Transformation Stage

The ability transformation stage in improving the pedagogic competence of teachers at the Robbani Banjarbaru Integrated Islamic Elementary School in the era of Society 5.0 is carried out with two activities as follows: First, knowledge transformation, knowledge transformation to increase the pedagogic competence of teachers at the Robbani Banjarbaru Integrated Islamic Elementary School in the era of society 5.0 is carried out by the head schools and all teachers in the school environment after the Merdeka Belajar platform training process. This knowledge transformation is carried out by implementing the results of the training through real action in the Independent Learning Process (PPM). With effective implementation, teachers have the knowledge and skills needed to create a learning environment that is under the school's vision and the demands of the Society 5 era.

Both skill transformations, The transformation of skills to improve the pedagogical competence of teachers at the Robbani Banjarbaru Integrated Islamic Primary School in the Society 5.0 era, which is carried out by all teachers and school principals, is carried out when applying the independent curriculum in schools by creating learning experiences that are relevant, interactive, and in accordance with the demands of the Society 5.0 era. The skills transformation process is carried out by designing learning that suits students' needs and characteristics through collaborative work and honing digital skills according to current developments, such as using Google Workspace for Education. Teaching skills with a creative approach must focus on actively involving students to obtain maximum learning results (Nasihudin & Hariyadin, 2021).

Capacity Enhancement Stage

The stage of capacity building in improving teacher pedagogic competence at the Robbani Banjarbaru Integrated Islamic Elementary School in the era of society 5.0 is carried out in the following way: Firstly increasing knowledge, increasing teacher knowledge to improve pedagogic competence at the Robbani Banjarbaru Integrated

Islamic Elementary School in the society 5.0 era is carried out by the head schools, deputy principals and all teachers with the aim of improving the quality of schools based on the existing vision. Teachers have succeeded in creating learning experiences that are more relevant, interactive, and in line with the demands of the Society 5.0 era by combining science and technological advances.

Increasing the knowledge of teachers at the Robbani Banjarbaru Integrated Islamic Elementary School in the era of society 5.0 was carried out when carrying out training on the independent learning platform. The improved knowledge is related to the independent learning teaching system in schools by combining classical learning with IT developments to create an active and innovative learning process. With comprehensive training on the Merdeka Belajar platform, teachers at SDIT Robbani Banjarbaru gain the knowledge and skills needed to create learning experiences that meet the demands of the times. With IT-based and digital learning, teachers can make students more independent in carrying out their learning tasks (Lillihata et al., 2022).

Second, skill improvement, improving teacher skills at the Robbani Banjarbaru Integrated Islamic Elementary School in the Society 5.0 era involving the school principal and all teachers, and the aim is to create innovation in the learning process in the Merdeka Belajar Class so that it is in line with student character and current developments. Teachers at SDIT Robbani Banjarbaru are able to create learning experiences that are more innovative, according to student character, and in accordance with the demands of the Society 5.0 era. With innovative learning, teachers can shape good student character, especially in terms of religious beliefs and creative ways of thinking (Susanto, 2021).

Improving teacher skills at the Robbani Banjarbaru Integrated Islamic Elementary School in the Society 5.0 era is an initiative that combines collaboration between teachers and the use of online platforms such as Belajar.id. The main aim is to improve teachers' pedagogical competence so that they can provide education that meets the demands of the times. Through the use of peers and online platforms such as Belajar.id, teachers at SDIT Robbani Banjarbaru can improve their skills in designing learning that is appropriate for the Society 5.0 era. The application of technology-based learning media and the use of applications or software for use in learning can influence students' comprehension of the material being studied (Wahyuni et al., 2022).

Results of Teacher Pedagogical Competency Development in Era Society 5.0
Results of the Awareness and Behavior Formation Stage

The undertaking aimed at augmenting pedagogical competence among teachers at Robbani Banjarbaru Integrated Islamic Elementary School during the Society 5.0 era yielded significant outcomes. Primarily, a mutual understanding and consensus concerning the objectives of the coaching endeavor were cultivated, encompassing a thorough comprehension of the school's vision, mission, and the pivotal role of teacher pedagogical competence in achieving the school's objectives. Secondly, teachers engaged in a comprehensive mapping of current pedagogical competencies via self-evaluation,

peer assessment, or even external evaluation. Through this, an understanding of the strengths and weaknesses of their pedagogical competencies was attained.

Thirdly, teachers were adept in identifying training needs and fostering pedagogical competencies, aiding in the formulation of training programs aligned with the areas requiring enhancement in pedagogical competencies. Fourthly, every teacher demonstrated a motivation to evolve into an educator who not merely disseminates knowledge but is adept at guiding students to embody noble characters in adherence to Islamic teachings. This transition underscores the imperative of a teacher's role in molding students' character and moral ethos in tandem with Islamic teachings. Lastly, teachers showcased exemplary pedagogical competence and Islamic personas, exhibiting proficiency in classroom management, curriculum design, employing effective teaching methodologies, and embodying Islamic attitudes and behavior, which notably influenced the caliber of teaching and learning processes in the classroom (Rosyada et al., 2021).

Results of the Capability Transformation Phase

The capability transformation process at the Robbani Banjarbaru Integrated Islamic Elementary School during the Society 5.0 era yielded teachers with enriched pedagogical competence. Firstly, the process molded teachers into exemplary figures for their students, transcending academic instruction to instill moral values, ethics, and virtuous behavior. The presence of virtuous teachers positively impacts student character development, laying the groundwork for a morally upright generation. Teachers characterized by commendable attitudes and behaviors serve as quintessential examples for students, fostering a conducive communication and understanding among teachers and students (Cahyati, 2020).

Secondly, teachers exhibited a capacity to mentor students in alignment with the evolving societal and technological landscapes. The shift from mere knowledge transfer to a more sensitive understanding of students' needs, varying learning styles, and the application of diverse teaching methods resonates with technological advancements and contemporary societal needs. Thirdly, an alteration in teaching patterns favored students through the integration of digital technology in learning processes. This transition significantly impacted students' learning outcomes as teaching strategies employed by teachers accounted for a 64% influence on students' learning achievements (Lisaholit et al., 2021).

Results of the Capacity Building Phase

The capacity building endeavor at the Robbani Banjarbaru Integrated Islamic Primary School in the Society 5.0 epoch enhanced the pedagogical competence of teachers. Initially, teachers acquired a profound understanding of effective and efficient teaching methodologies, child development theories, teaching strategies, and current educational trends. The indicators of pedagogical competence included an acute understanding of students, adeptness in learning design, capability in executing and

designing learning evaluations, and the potential for nurturing student and teacher abilities within the school environment (Kinanty & Ramadan, 2021).

Subsequently, teachers embraced the Student-Centered model and project-based learning paradigm. This model accentuates the individual needs of students, transforming teachers into facilitators aiding students to actively engage in their learning journey. Thirdly, teachers demonstrated enhanced mastery over classroom teaching by infusing project-based learning in their teaching approach. Project-based learning offers a real-world context for education, fostering the development of analytical, problem-solving, collaboration, and communication skills among students. This method significantly elevates the quality of education and assists students in achieving desirable learning outcomes (Nirmayani & Dewi, 2021).

CONCLUSION

Teacher development in improving pedagogic competence in the 5.0 era at Robbani Banjarbaru Integrated Islamic Elementary School, overseen by the principal, deputy principal, and teachers, has been successful in implementing the independent curriculum. The process of enhancing teachers' pedagogical competence in the 5.0 era consists of three stages. The first stage involves raising awareness and shaping teacher behavior by addressing coaching needs, fostering awareness, and influencing behavior. The second stage focuses on transforming teacher's knowledge and skills, while the third stage concentrates on further enhancing the teacher's knowledge and skills.

Results of teacher coaching to improve pedagogic competence in the 5.0 era at Robbani Banjarbaru Integrated Islamic Elementary School indicate that teachers are knowledgeable about the coaching content. They can map their competencies in the classroom, becoming effective guides for students, resulting in enhanced competencies after coaching. During the capability transformation stage, schools can shape teachers with Islamic character aligned with the school's vision. Teachers excel in guiding students and adeptly use IT for teaching. Meanwhile, in the capacity-building stage, teachers experience increased pedagogical competence, adopt Student-Centered and Project Learning models, and acquire more knowledge during classroom learning processes.

The implication of this research serves as valuable knowledge for schools, principals, and other teachers in Indonesia seeking to enhance teachers' pedagogical abilities in the Society 5.0 era. A research suggestion is for schools to reduce reliance on independent learning platform training for improving teacher pedagogic competence. Instead, pedagogical competency development should occur periodically, at least twice a year, through teacher performance evaluation meetings in schools. Another suggestion for future researchers is to explore teacher development in various competencies.

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