TRAINING MANAGEMENT DEVELOPMENT PROGRAM FOR IMPROVING TEACHER QUALITY IN THE ERA OF SOCIETY 5.0

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Abstract :

Improvement efforts in the field of education are a must to always be carried out so that a nation can progress and develop along with advances in science and technology, now has entered the era of society 5.0 where humans are required to solve social problems with innovation and centered on technology. This study aims to find out how to develop appropriate management in the era of society 5.0 in order to improve the quality of teachers who are increasingly required to master technology. The preparation of this article was carried out using the library research method which consisted of determining the theme of the discussion, searching for reference sources according to the theme of the discussion, compiling the content of the material, and concluding the results from several reference articles. The theory used is the relationship between training management and teacher quality in the era of society 5.0. The results of the study indicate that education and training management in the current era must carry out reforms according to needs, education and training are packaged into activities that are able to improve mindsets, new innovations, and also mastery of technology for teachers in schools, so as to be able to create modern learning according to the needs of the times.

Keywords: *Training Management, Teacher Quality, Society 5.0*

Abstrak :

Upaya perbaikan dibidang pendidikan merupakan suatu keharusan untuk selalu dilaksanakan agar suatu bangsa dapat maju dan berkembang seiring dengan kemajuan ilmu pengetahuan dan teknologi, saat ini sudah memasuki era society 5.0 dimana manusia dituntut untuk menyelesaikan permasalahan sosial dengan inovasi dan berpusat pada teknologi. Penelitian ini bertujuan untuk mengetahui cara pengembangan manajemen yang tepat di era society 5.0 agar dapat meningkatkan kualitas guru yang semakin dituntut untuk menguasai teknologi. Penyusunan artikel ini dilakukan menggunakan metode library research yang terdiri dari, penentuan tema pembahasan, pencarian sumber referensi sesuai dengan tema pembahasan, penyusunan isi materi, dan penyimpulan hasil dari beberapa artikel referensi. Teori yang digunakan adalah hubungan antara manajemen diklat dengan kualitas guru di era society 5.0. Hasil penelitian menunjukkan bahwa manajemen diklat di era sekarang harus mlakukan pembeharuan sesuai kebutuhan, pendidikan dan pelatihan dikemas menjadi sebuah kegiatan yang mampu meningkatkan pola pikir, inovasi baru, dan juga penguasaan teknologi para guru di sekolah, sehigga mampu menciptakan pembelajaran modern mengikuti tuntutan zaman.

Kata Kunci: *Manajemen Pelatihan, Kualitas Guru, Society 5.0*

INTRODUCTION

The development of the times in the modern era is felt to be more and more rapid, there are many innovations and creativity that emerge and are realized from the thoughts of great people that we can feel the benefits and also the impact.[1] Currently we are entering the era of society 5.0, an era where all technology is part of humans themselves, the internet is not only used to share information but to live life.[2] This development is also experienced by the world of education, new policies, methods, and learning cultures have emerged that must be adjusted to the demands of the times. For this reason, a qualified educator is needed, able to adapt, and master existing developments. However, in reality, teachers have not fully understood what the society 5.0 era is, so they have not been able to develop the creativity and innovation they need in educating the nation's children.[3] Competent and qualified teachers do not go solely through an easy process, so a special education and training is needed that aims to improve the quality of teachers in order to answer the challenges of the times and give birth to a great young generation.[4]

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the position of a teacher as an educator is a professional position. Therefore, teachers are required to continue to improve their knowledge and skills in accordance with the times, the development of science and technology, and the needs of society. According to Oviyanti, education is a long-term investment in human resources (HR) that has strategic value for the continuity of human civilization in the world. One of the important components in education is teachers.[5] Teachers in the context of education have a large and strategic role.[6] This is because teachers are at the forefront of the

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[1] Muhammad Kristiawan et al., *Inovasi Pendidikan* (Ponorogo: Wade Group National Publishing, 2018), https://staff.universitaspahlawan.ac.id/web/upload/materials/286-materials.pdf.

[2] Ni Putu Yuniarika Parwati and I. Nyoman Bayu Pramartha, "Strategi Guru Sejarah Dalam Menghadapi Tantangan Pendidikan Indonesia Di Era Society 5.0," *Widyadari* 22, no. 1 (April 8, 2021): 143–58.

[3] Ilham Ilham, "Pendidikan Islam Di Madrasah: Suatu Kajian Permasalahan Dan Solusi Pendidikan Madrasah Dalam Perspektif Filsafat Pendidikan Islam," *TAJDID: Jurnal Pemikiran Keislaman Dan Kemanusiaan* 4, no. 2 (October 20, 2020): 103–24, https://doi.org/10.52266/tadjid.v4i2.516.

[4] Abd et al., "DESIGN OF ISLAMIC EDUCATION BASED ON LOCAL WISDOM (An Analysis of Social Learning Theories in Forming Character through Ngejot Tradition in Bali)," *International Journal of Advanced Science and Technology* 29, no. 6 (January 1, 2020): 1278–93.

[5] Fitri Oviyanti, "Tantangan Pengembangan Pendidikan Keguruan Di Era Global," *Nadwa: Jurnal Pendidikan Islam* 7, no. 2 (March 22, 2016): 267–82, https://doi.org/10.21580/nw.2013.7.2.562.

[6] I. Gede Dharman Gunawan et al., "Peningkatan Mutu Kompetensi Guru Sekolah Dasar Dalam Menyongsong Era Society 5.0," *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, no. 1 (December 30, 2020): 15–30, https://doi.org/10.33363/sn.v0i0.34.

implementation of education.[7] The main duty of a teacher is to teach. Teachers as educational implementers who interact directly with students need to understand and understand and have skills that can support the implementation of tasks anyway. However, in teaching, teachers must develop their abilities through various strategies in the form of education and training (diklat) and other forms.[8] Devi & Shaik mentioned that the training function allows human resources to bring out their potential. An in-depth training program serves as a tool to upskill employees and enable them to do their jobs better. Training and development are essential for employees, organizations, and organizational effectiveness.[9]

Currently, it is not only teachers who can provide education to children. Technological advances prove that there are many alternatives that can be accessed easily and quickly through online media without the need for an intermediary teacher.[10] However, teaching through extensive and unlimited online media also has its own negative impact on children. So that no matter what the era, the role of teachers will never be replaced by technology.[11] Teachers are educators who are able to directly control their students, as well as provide character cultivation from an early age.[12] Based on a report from Unesco in the Global Education Monitoring in 2016, education in Indonesia ranks 10th out of 14 other developing countries, and the ranking of teachers in Indonesia ranks last out of 14 developing countries.[13] This is corroborated by data from the Ministry of Education and Culture as seen from the national average of the results of the 2018 Teacher Competency Test (UKG) which only reached around 53.02 or was below the minimum competency standard set at 55.00. And there are only seven

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[7] Yusuf Budi Prasetya Santosa, "Problematika Dalam Pelaksanaan Pendidikan Sejarah Di Sekolah Menegah Atas Kota Depok," *Candrasangkala: Jurnal Pendidikan dan Sejarah* 3, no. 1 (May 30, 2017): 30–36, https://doi.org/10.30870/candrasangkala.v3i1.2885.

[8] Muhammad Shobirin, "STRATEGI KEPEMIMPINAN KEPALA SEKOLAH DALAM MENGELOLA SEKOLAH MENENGAH KEJURUAN UNGGULAN NURUL ISLAM LARANGAN BREBES," *Oasis : Jurnal Ilmiah Kajian Islam* 1, no. 01 (August 31, 2016): 33–57, https://doi.org/10.24235/oasis.v1i01.810.

[9] Aep Saepul Anwar, "PENGEMBANGAN SIKAP PROFESIONALISME GURU MELALUI KINERJA GURU PADA SATUAN PENDIDIKAN MTS NEGERI 1 SERANG," *Andragogi: Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam* 2, no. 1 (March 25, 2020): 147–73, https://doi.org/10.36671/andragogi.v2i1.79.

[10] Gunawan et al., "Peningkatan Mutu Kompetensi Guru Sekolah Dasar Dalam Menyongsong Era Society 5.0."

[11] Chandra Anugrah Putra, "Pemanfaatan Teknologi Gadget Sebagai Media Pembelajaran: Utilization of Gadget Technology as a Learning Media," *Bitnet: Jurnal Pendidikan Teknologi Informasi* 2, no. 2 (August 18, 2017): 1–10, https://doi.org/10.33084/bitnet.v2i2.752.

[12] Mujahidatul Haibah et al., "Pembiasaan Membentuk Karaktek Peserta Didik Madrasah Miftahul Huda Musi Rawas Utara," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (December 6, 2020): 23–32, https://doi.org/10.25299/al-thariqah.2020.vol5(2).5341.

[13] A. Heris Hermawan, Wahyu Hidayat, and Ilham Fajari, "Manajemen Perpustakaan Dalam Meningkatkan Minat Baca Peserta Didik," *Jurnal Isema : Islamic Educational Management* 5, no. 1 (June 30, 2020): 113–26, https://doi.org/10.15575/isema.v5i1.6151.

provinces in Indonesia that can achieve the set UKG standards. Based on these data, there are several factors that cause the low quality of teachers in Indonesia, namely: teacher education qualifications do not meet D4/S1 standards, internal and external self-development is not paid attention to, the appointment and recruitment of teachers seems careless, and teacher salaries are not proportional to their duties.

Therefore, teachers should have adaptive and transformative social potential in managing themselves and all the potentials contained in it towards the achievement of life welfare in a balanced and sustainable.[14] Self-development that must be carried out by teachers can be through Continuous Professional Development (PKB), namely: self-development, scientific publications, and innovative works.[15] Teacher actualization is the integration of the mind and the body balanced with emotional intelligence, because *emotional intelligence* has an advantage over *intellectual intelligence* if the determinant is the success of life in society.

One way to welcome and deal with it is to improve the quality of teachers who must be at the forefront of education through education and training. Rapid and massive technological advances require the education sector to be able to adapt to the digitalization of the education system which needs to be carefully packaged and prepared.[16] This is packaged in a training management that has undergone renewal, so that it is ready to be accepted by teachers.

It is not an easy matter for teachers to continue to improve their ability to keep up with the demands of this era. Especially for teachers who are not young, they must learn modern technology that contains systems, applications and other learning media that they may have never learned before. Existing educational and training institutions must also be able to package training activities in a new way, which is certainly interesting and innovative.[17] Therefore, this paper is here with the aim of providing knowledge on how to develop the right training

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[14] Hira Maulida et al., "Memacu Kualitas Sdm Di Tengah Pandemi Covid-19 Di Rumah Tahfidz Al Hikam, Kel. Pondok Kacang Timur, Kec. Pondok Aren. Tangerang Selatan," *DEDIKASI PKM* 2, no. 2 (May 1, 2021): 233–38, https://doi.org/10.32493/dedikasipkm.v2i2.9769.

[15] Hanun Nada Dzakiyyah, "PROGRAM PENGEMBANGAN MANAJEMEN DIKLAT TERHADAP PENINGKATAN KUALITAS GURU DI ERA SOCIETY 5.0," *Andragogi: Jurnal Pendidikan Islam dan Manajemen Pendidikan Islam* 4, no. 01 (June 1, 2022): 15–24, https://doi.org/10.36671/andragogi.v4i01.254.

[16] Mohamad Sukarno, "PENGUATAN PENDIDIKAN KARAKTER DALAM ERA MASYARAKAT 5.0," *PROSIDING SEMINAR NASIONAL MILLENEIAL 5.0 FAKULTAS PSIKOLOGI UMBY*, September 25, 2020, https://ejurnal.mercubuana-yogya.ac.id/index.php/ProsidingPsikologi/article/view/1353.

[17] Juwita Juwita, "Mengembangkan Kompetensi Profesional Widyaiswara Dalam Menghadapi Tantangan Pembelajaran Jarak Jauh (E-Learning) Dimasa Pandemi Covid 19," *Syntax Literate ; Jurnal Ilmiah Indonesia* 6, no. 4 (April 20, 2021): 1754–72, https://doi.org/10.36418/syntax-literate.v6i4.2544.

management program for teachers in improving their quality and performance, in order to meet the demands of an increasingly modern era.

RESEARCH METHOD

In this study, the author uses a type of library research, which is a series of activities related to library data collection methods. According to Abdul Rahman Sholeh, library *research* is research that uses a way to obtain information data by placing facilities in the library, such as books, magazines, documents, records of historical stories. Or pure literature research related to the object of research. This technique is carried out to reinforce the fact that the quality and performance of teachers in Indonesia still do not understand and follow the flow of the times, most of them are still fixated on previous methods so that the quality of Indonesian students graduates declines.

This research uses a type of descriptive research, which is research that describes the characteristics of a population or a phenomenon that is the object of research. The descriptive research method focuses more on explaining the object of the research, so that this research will produce an answer to an event that occurred. Descriptive research has the main goal of explaining and describing the phenomenon or event being studied. The criteria possessed by descriptive research are that the problem formulated must be worthy of research. The formulation of the problem to be raised must first be studied whether the formulation of the problem has scientific value.

In this *library research*, the data sources that are written materials consist of primary data sources, namely the work of Hasan Basri and A. Rusdiana entitled Education and Training Management and secondary data sources obtained from books that support authors to complete the content and interpretation of books and journals.

FINDINGS AND DISCUSSION

Education and Training Program in Improving the Quality of Teachers in the Era *Society* 5.0

One of the goals of national education contained in the preamble to the 1945 Constitution is to educate the nation's life.[18] Creating an intelligent society in an era like today is very important to encourage. Education is one of the efforts in order to achieve the goals of national education and is a long-term investment in human resources that has strategic value for the continuity of human

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[18] Deni Lesmana, "Kandungan Nilai Dalam Tujuan Pendidikan Nasional (Core Ethical Values)," *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam* 17, no. 1 (November 19, 2018): 211–126, https://doi.org/10.15408/kordinat.v17i1.8103.

civilization in the world.[19] However, these goals are not in line with the quality of Indonesian education. We must admit that the quality of education in our country is still low.

One of the causes of the low quality of education in Indonesia is the low quality of teachers.[20] Most teachers do not have sufficient professionalism to carry out their duties as stated in Article 39 of Law Number 20 of 2003, namely planning lessons, assessing learning outcomes, providing guidance, conducting training, conducting research, and conducting community service.[21]

Teacher actualization is the integration of the mind and the body which is balanced with emotional intelligence, because according to Goleman (1996) quoted by Ningrum that emotional intelligence has advantages over intellectual intelligence, if the determinant is success in living in the community. Not finished with the hustle and bustle of the industrial revolution era 4.0, Indonesia was surprised by a new concept, namely society 5.0.[22] The focus of expertise in the field of education in the 21st century today includes *cretivity, critical thingking, communicaion and collaboration* or known as the 4Cs.[23]

Some of the skills that must be possessed in the 21st century include: *leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem solving, team-working.* Former Minister of Research, Technology and Higher Education (Menristek Dikti), Muhammad Nasir, explained that there are four things that must be of concern to universities to produce qualified and competent graduates. *First*, competency-based education is one of the main missions of higher education in the current era (Government, 2005). Each student has their own talents and abilities, therefore, an information technology approach is needed to help determine the right study program according to their abilities. *Second*, the use of (IoT) *of the Internet of things* in the world of education. The existence of IoT can help communication between lecturers and students in the teaching and learning process. *Third,* the use of

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[19] Badrut Tamam, "REORIENTASI PENDANAAN PENDIDIKAN DALAM MEMBANGUN MUTU SEKOLAH," *Misykat Al-Anwar Jurnal Kajian Islam Dan Masyarakat* 1, no. 2 (July 31, 2018): 44–57, https://doi.org/10.24853/ma.1.2.44-57.

[20] Leonard Leonard, "Kompetensi Tenaga Pendidik di Indonesia: Analisis Dampak Rendahnya Kualitas SDM Guru dan Solusi Perbaikannya," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 5, no. 3 (February 25, 2016), https://doi.org/10.30998/formatif.v5i3.643.

[21] Saihu Saihu, "PENDIDIKAN SOSIAL YANG TERKANDUNG DALAM SURAT AT-TAUBAH AYAT 71-72," *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 01 (February 29, 2020): 127–48, https://doi.org/10.30868/ei.v9i01.703.

[22] Faulinda Ely Nastiti and Aghni Rizqi Nimal Abdu, "Kajian: Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0," *Edcomtech* 5, no. 1 (2020): 61–66, https://doi.org/10.17977/um039v5i12020p061.

[23] Ida Bagus Putu Arnyana, "PEMBELAJARAN UNTUK MENINGKATKAN KOMPETENSI 4C(COMMUNICATION, COLLABORATION, CRITICAL THINKING DANCREATIVE THINKING) UNTUKMENYONGSONG ERA ABAD 21," *Prosiding : Konferensi Nasional Matematika Dan IPA Universitas PGRI Banyuwangi* 1, no. 1 (November 30, 2019): i–xiii.

virtual/augmented reality in the world of education. The use of *augmented reality* can help students understand theories that require certain simulations according to real conditions. 3D technology in augmented reality makes the wearer feel a digital simulation, like a real physical activity. For example, in the simulation of an airplane used by flight students to pass the test, before practicing flying directly with the actual aircraft. *Fourth*, the use of Artificial Intelligence (AI) in the world of education.[24]

The Education and Training Program, Michael R. Carrel and Robert D. Hatfield (Mangkupraira, 2003) divided the training program into two, namely:

1. General and specific training programs. General abstinence is a training that encourages employees to acquire skills that can be used in almost any type of job.

2. Employee training includes basic skills that are usually a qualification requirement for general training. For example, how to learn to improve writing and reading skills and lead meetings is beneficial to every entrepreneur, anyone who can individually do it.

The special training is a training that encourages works to obtain information and skills that are ready to use, especially in their field of work. Special training, for example, seeks to make the organization's budget system work, because each organization has its own budget system. This training is directly beneficial only for existing employees. According to Soebagio Atmodiwirio in analyzing the needs of training, compared between the results of the work or (performance) they are currently working on and what they are doing desired (expected performance) as stated in the operating standards that have been set for each employee. The difference between the two performances is an indication of the problems faced by employees and the organization. The difference between these problems is a clue that needs to be prepared for the selection of training strategies.

So that the preparation of training programs for teachers must be designed through needs analysis according to the development of the needs of the times. In this case, what needs to be included in the training material is mastery of information and communication technology, development of creativity, development of learning methods, and development of innovation.

Education and Training Program Materials in Improving the Quality of Teachers in *the Society* 5.0 Era

1. Mastery of information and communication technology (ICT)

In today's information age, it is no longer the time for educators or teachers to stutter about technology. Technology is expected to become a unity

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[24] Nastiti and Abdu, "Kajian."

in learning so that students are more active and independent.[25] Teachers also need to have professional competence, namely always improving and developing academic qualifications and competencies in a sustainable manner in line with the development of science, technology and art. Teachers need to improve their competence through collaborative activities with colleagues, collaborating with parents, empowering resources in the community, conducting simple research. Teachers need to master the use of ICT for their learning needs. Learning and learning activities need to be managed properly.[26]

2. Creativity development

Teachers' creativity can be seen in the learning process. Calming, active, and creative learning is the obligation of every teacher as an educator. As stated in the National Education Cycle Law, educators and education personnel are obliged to create an educational atmosphere that is meaningful, soothing, creative, dynamic, and dialogical.

3. Development of learning methods

Teachers must develop their learning methods. Method development can be done by combining existing methods so that learning can be interesting and fun. Khaeruddin explained that creative learning requires teachers to be able to motivate students and bring out students' creativity during the learning process by using a variety of methods and strategies, such as group work, problem solving, and so on.[27]

4. Innovation development

Learning innovation is considered very important to achieve learning goals by using an active, effective and efficient learning model. Ideas, ideas, actions that are considered new in a certain field, to solve problems that arise. Innovation usually arises because of the anxiety of certain parties (e.g. teachers) about the implementation of activities (e.g. learning) in overcoming the problems that occur.

One of the indicators of professional and competent teachers is teachers who are able to adapt to scientific developments that are becoming more sophisticated day by day. In addition, professional and competent teachers must

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[25] Dwiprima Elvanny Myori et al., "Peningkatan Kompetensi Guru Dalam Penguasaan Teknologi Informasi Dan Komunikasi Melalui Pelatihan Pengembangan Media Pembelajaran Berbasis Android," *JTEV (Jurnal Teknik Elektro Dan Vokasional)* 5, no. 2 (December 10, 2019): 102–9, https://doi.org/10.24036/jtev.v5i2.106832.

[26] Regita Andriani, Ditha Aulia Andriany, and Sifa Kiamul Lailla, "Meningkatkan Kualitas Guru Dalam Menguasai TIK Melalui Program Microsoft Partner in Learning (PiL) dan Aplikasi Moodle," *Current Research in Education: Conference Series Journal* 1, no. 1 (2022), https://ejournal.upi.edu/index.php/crecs/article/view/32694.

[27] Yani Fitriyani, Nana Supriatna, and Mia Zultrianti Sari, "Pengembangan Kreativitas Guru Dalam Pembelajaran Kreatif Pada Mata Pelajaran IPS Di Sekolah Dasar," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 1 (March 3, 2021): 97–109, https://doi.org/10.33394/jk.v7i1.3462.

also be able to apply learning models and methods based on the demands of time and the needs of students. The application of this pattern will create a fun atmosphere in learning, *enjoy* in teaching, which will ultimately produce a quality KBM process, including outstanding students. Tomoredjo, stated that in order for teachers to become professionals in accordance with this global and digital era, teachers should have approximately nine criteria for professional teachers as follows:[28]

1. Proficient in *their* core competencies
2. Understand and understand the curriculum along with its application and development
3. Mastering pedagogics theoretically and practically and developing them
4. Be a good and empathetic listener
5. Mastering *public speaking*, skilled in motivating and inspiring
6. Be an effective and broad-minded reader
7. Usually doing research and writing
8. Can apply ICT based learning
9. Mastering an international language

That way, in the training program that will be followed by a teacher, it must bring in reliable speakers and trainers in their respective fields. So that the activity can get maximum results and be able to be implemented well by the teachers.

CONCLUSION

The preparation of training programs for teachers must be designed through needs analysis according to the development of the needs of the times. In this case, what needs to be included in the training material is mastery of information and communication technology, development of creativity, development of learning methods, and development of innovation. Research using this method shows that it is quite effective, because by multiplying literature studies, it can see problems broadly and be able to analyze problem solving that is reviewed from many sides. This research is considered to have limitations because it is not focused on a place or person, so it is difficult to actualize in an environment that is not familiar with this matter.

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[28] Maya Veronica Sianturi and Marta Putri Uli Simanjuntak, "Pengembangan Kompetensi Profesionalisme Guru Di Era Digital," *Jurnal Pendidikan Agama Dan Teologi* 2, no. 1 (2024): 180–90, https://doi.org/10.59581/jpat-widyakarya.v2i1.2221.

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