



Enhancing Teachers' Professional Competence in the Era of Society 5.0

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Abstract

The emergence of Society 5.0 highlights the integration of advanced technology with human-centered values, creating new challenges in education. Teachers are required to adapt to technological developments, strengthen digital literacy, and foster students' critical and adaptive thinking. For Islamic Education teachers, these demands are more complex as they also carry responsibility for developing students' moral and spiritual character. This study aims to examine the strategies of Islamic Education teachers in enhancing their professional competence in the era of Society 5.0, as well as to identify supporting and inhibiting factors. This research employs a qualitative method with a case study approach. Data were collected through interviews and documentation and analyzed using data reduction and data display techniques. The findings indicate that teachers understand Society 5.0 as the integration of technological advancement with humanistic and Islamic values. Efforts to enhance competence include the use of digital learning media, strengthening literacy and digital skills, improving instructional leadership, developing foreign language proficiency, and optimizing the use of information technology in both teaching and administrative processes. These efforts reflect the integration of cognitive, professional, social, and personal competencies required for effective teaching in contemporary educational contexts.

INTRODUCTION

The concept of Society 5.0, introduced by the Japanese government through the Fifth Science and Technology Basic Plan, represents a new phase of human civilization that integrates advanced technologies with human-centered values (Cao, 2021; Wang et al., 2023). This concept evolves from previous societal stages, ranging from hunting society to information society, and emphasizes the use of technology not merely for efficiency but for improving human well-being. Technologies such as artificial intelligence, the Internet of Things, big data, robotics, and cloud computing are interconnected to create intelligent systems capable of supporting human needs and solving complex social problems (Katsoulas et al., 2021).

In the context of education, the emergence of Society 5.0 has significantly transformed learning processes (Calp & Bütüner, 2022; Defyanti Khairunnisak et al., 2023; Moh abdul fattah, 2023; W & Hasanah, 2024). Education is no longer confined

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to traditional classroom settings but has become more adaptive, interactive, and technology-driven. Digital innovations, such as virtual learning environments and intelligent tutoring systems, enable personalized learning experiences that accommodate students' diverse needs and abilities. However, these advancements also present critical challenges, including digital inequality, data security concerns, and the potential decline of moral and spiritual values due to excessive dependence on technology (Rahman, 2025; Suhendi, 2024; Suwardana, 2018; Vorotyntseva, 2023).

Within the Indonesian educational system, teachers play a central role in responding to these transformations. National education policy emphasizes that teachers must possess pedagogical, professional, social, and personal competencies. In the era of Society 5.0, these competencies must be expanded to include digital literacy, creativity, and the ability to integrate technology into meaningful and value-oriented learning (Alkiromah & Warsah, 2023; Carayannis & Morawska-Jancelewicz, 2022; Wulandari, 2022). For Islamic Education teachers, the challenge is more complex, as they are required not only to deliver academic content but also to guide students in developing moral character and spiritual awareness in a rapidly changing technological environment (Hasanah et al., 2023; Kesuma et al., 2025; Rohman et al., 2025; Taufiq & R, 2025).

Despite the growing importance of digital competence, several challenges remain evident. Many Islamic Education teachers still experience limitations in utilizing technology effectively in the learning process. At the same time, students are increasingly exposed to risks associated with digital technology, such as distraction, dependency, and misuse of online platforms (Baroud et al., 2025; Htay et al., 2025; Kassymova et al., 2025; Rahman et al., 2025). In addition, institutional constraints, including limited infrastructure and insufficient training opportunities, further hinder the effective integration of technology in education. These conditions indicate that the issue is not merely technological availability but also the readiness and competence of teachers in adapting to these changes.

Based on these considerations, there is a need to examine how Islamic Education teachers enhance their professional competence in the era of Society 5.0. Therefore, this study aims to analyze teachers' strategies in improving their competence, as well as to identify the supporting and inhibiting factors that influence this process.

METHODS

This study employs a qualitative method with a case study approach to examine the strategies of Islamic Education teachers in enhancing their professional competence in the era of Society 5.0. The research was conducted in an Islamic secondary school setting, focusing on teachers who are directly involved in the teaching and learning process (Caena & Redecker, 2019; Garcia, 2022). The research participants consisted of Islamic Education teachers selected as key informants based on their relevance to the research objectives. Data sources included primary data obtained through interviews and observations, as well as secondary data derived from school documents and relevant literature (Ai, 2022; Engkizar et al., 2025; Merriam & Tisdell, 2015). Data were collected through in-depth interviews, classroom observations, and document analysis to gain a comprehensive understanding of teachers' practices and experiences. The data were analyzed using an interactive model, including data reduction, data display, and conclusion drawing, allowing for systematic and continuous interpretation of the findings (Kara, 2023; Raskind et al., 2019).

RESULT AND DISCUSSION

The findings indicate that Islamic Education teachers demonstrate a sufficient understanding of the concept and implications of Society 5.0 in the educational context. Teachers perceive this era as a phase in which digital technology functions as a supporting tool for human activities, including learning processes. This understanding is reflected in their adaptive attitude, as they do not reject technological developments but instead utilize them selectively and responsibly while maintaining Islamic values in the learning process (De Villiers, 2024; Khairanis & Aldi, 2024; Zhang et al., 2023).

In practice, teachers implement various strategies to enhance their pedagogical competence. They adopt more diverse and contextual teaching methods by integrating digital media, such as instructional videos, interactive presentations, and online learning resources. These efforts aim to increase students' engagement and facilitate better understanding of Islamic Education materials. This finding suggests that teachers have begun to align their instructional strategies with the characteristics of digital-native learners and the demands of twenty-first-century education (Erstad & Voogt, 2018; Nuraeni et al., 2025; Sya'bani, 2024).

From the perspective of professional competence, the findings reveal a growing awareness among teachers regarding the importance of continuous professional development. Teachers actively participate in training programs, seminars, workshops, and subject-teacher forums to improve both their subject-matter knowledge and technological skills (Falloon, 2020; Nasrudin et al., 2026; V. D. Wulandari et al., 2022). This indicates that professional competence is not viewed as static but as a dynamic process that requires ongoing development in response to educational changes.

In terms of social competence, teachers demonstrate the ability to establish effective communication with students, colleagues, and the broader school community. They also play a significant role in guiding students to use digital technology responsibly and in accordance with ethical and religious values. This highlights the dual role of teachers as educators and moral guides in navigating the challenges of the digital era (Fahmi & Layinnati, 2025; Juhairiah et al., 2024; Subroto et al., 2023).

Regarding personal competence, teachers emphasize the importance of maintaining exemplary behavior in both personal and professional contexts. Consistency between words and actions is considered essential in fostering students' character development (Cojorn & Sonsupap, 2024; Engkizar et al., 2024; Wiliam, 2018). This finding reinforces the perspective of Islamic education that positions teachers as moral models in shaping students' attitudes and values.

Despite these positive efforts, several challenges remain. These include limited digital literacy among some teachers, high administrative workloads, and varying levels of students' readiness in using technology constructively. These constraints indicate that improving teachers' competence is not solely an individual responsibility but also requires institutional support and sustainable policy frameworks.

Overall, the findings suggest that the efforts of Islamic Education teachers to enhance their competence in the era of Society 5.0 are progressing positively and align with contemporary educational demands. The study contributes to the discourse on Islamic education by demonstrating that teacher competence development must be approached integratively, combining technological proficiency, pedagogical and professional skills, and the reinforcement of Islamic values.

CONCLUSION

The findings indicate that Islamic Education teachers demonstrate a solid understanding of the demands of the Society 5.0 era, particularly in integrating

technology into the learning process while maintaining Islamic values as a foundational framework. Efforts to enhance teacher competence are reflected in the development of pedagogical, professional, social, and personal competencies, including the use of digital learning media, participation in professional development activities, and the reinforcement of exemplary attitudes and moral conduct within the school environment.

However, several challenges persist, including limited digital literacy among some teachers, administrative workload, and difficulties in guiding students to use technology responsibly. These findings suggest that improving teacher competence in the era of Society 5.0 is a continuous process that requires not only individual commitment but also institutional support and sustainable educational policies. This study contributes to the discourse on Islamic education by highlighting the importance of integrative competence development that combines technological proficiency with moral and spiritual guidance. Such an approach is essential to ensure that Islamic Education remains relevant, meaningful, and oriented toward character formation in a rapidly evolving digital society.

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