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Pedagogic Competence of Teachers In The Era of Society 5.0 Darul Hikmah Islamic Elementary School Makassar City

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Abstract

This study aims to examine the reality of teachers' pedagogic competence in optimizing student learning in the society 5.0 era and describe the inhibiting factors and supporting the pedagogic competence of teachers of SD Islam Darul Hikmah Makassar. The method used is qualitative descriptive with data collection through observation, interviews and documentation. The research informant used was a teacher of SD Islam Darul Hikmah. The data was analyzed qualitatively using data condensation, data presentation and drawing research conclusions. The results of the study show that: teachers of SD Islam Darul Hikmah Makassar need to have high pedagogic competence to face the challenges and opportunities offered by profound changes in the way of interacting with technology and information. Teachers' pedagogic competencies, including a deep understanding of effective teaching methods, the ability to design technology-based learning, and skills in evaluating and improving student learning, are key factors in improving the quality of education in primary schools. This research has implications for the importance of sustainable competency development for elementary school teachers in Makassar. Teacher training and competency development programs must be held regularly to ensure that teachers remain updated with developments in education and technology.

Keywords : Pedagogic competence of teachers, socio-era 5.0.

Introduction

Education should be able to guarantee the process of improving human abilities in carrying out continuous development (Hartinawanti et al., 2021). Era Society 5.0 has led the digital revolution that has changed the way information and technology interact. Advances in digital technology and high connectivity have created a different learning environment (Hermansyah et al., 2021). Teachers are not only teachers, but also guides and inspirations for students. They have competence in shaping students' skills, character, and ethics (Naro & Yuspiani, 2023). Teachers in the era Society 5.0, is expected to be an effective learning facilitator in presenting education that has relevant and sustainable competencies. Teachers' pedagogic competence is an important aspect of their ability to design, implement, and evaluate effective learning (Gadusova et al., 2019). A person is only said to have competence if he can do what he should do well (Taufiq, 2004). Talking about

competence, this is related to the ability of a person to fulfill a mandate given to the maximum in accordance with his field of knowledge as Allah said in QS An-Nisa'/4: 58:

﴿إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا﴾

Translation:

Indeed, Allah commands you to fulfill the mandate to its members (Al-Qur'an, 2019).

Elementary schools in Makassar City face unique challenges in optimizing learning in the era *Society 5.0*. They need to bridge the Islamic educational principles they hold with the use of modern technology in learning. In-depth and thorough research is needed to understand the extent of the pedagogic competence of elementary school teachers, namely SD Islam Darul Hikmah Makassar (Suriadin, 2018). The findings during the observation of the study show that the need for training and professional development needed by teachers to optimize learning in this digital era. SD Islam Darul Hikmah Makassar basically has adequate facilities for the implementation of digital-based learning in the *Society 5.0*. However, to support the implementation of learning in the era *Society 5.0* is not only adequate facilities, it requires the readiness and ability of teachers to implement it. This research can provide insights into how to overcome these obstacles. The level of pedagogic competence of teachers therefore has a direct impact on the quality of education (Sappaile, 2017). Improving pedagogic competence is one of the keys to ensuring quality education.

Makassar Elementary Schools that have teachers with strong pedagogic competence are expected to have a competitive advantage in providing education that is relevant to the times. Therefore, the awareness and readiness of the teachers of SD Islam Darul Hikmah Makassar to be ready to face the *Society 5.0* era is also reflected in education. Strong integration of digital technology in every aspect of life, in the context of *Society 5.0*, especially in the world of education at Darul Hikmah Elementary School in Makassar City, there are several problems that still need further research related to teachers' pedagogic competence.

First, there is still a lack of understanding of how teachers adapt and apply their pedagogic competencies to meet diverse learning needs in an environment dominated by advanced technology. This research aims to uncover the strategies and methods used by teachers to adapt their teaching approach to different student learning styles in the use of technology. *Second*, although much of the literature discusses the importance of technology in education, there is a lack of empirical studies examining how the integration of *Society 5.0* technology can specifically improve teachers' pedagogic competence. Therefore, this study focuses on the effectiveness of the implementation of technology tools and platforms in strengthening teaching practices. *Third*, there is a gap in the literature on the challenges faced by teachers when implementing effective pedagogic competencies in the digital era. This research will explore various obstacles, such as resource limitations, the need for more in-depth training, and resistance to technological change, which can hinder the effective use of technology in education. Addressing these issues will not only enrich the academic literature but also provide practical insights that can assist teachers at Darul Hikmah Elementary School in optimizing the use of technology to achieve better educational outcomes.

Method and Data

The method used is qualitative descriptive with a phenomenological research approach, the use of a phenomenological research approach is carried out with the aim of determining

the readiness of human resources at SD Islam Darul Hikmah Makassar in the use of technological facilities towards *the era of society 5.0*. Data collection through observation, interviews and documentation, which is the instrument is the researcher himself. The research informants used were 3 teachers of SD Islam Darul Hikmah. The data was analyzed qualitatively using data condensation, data presentation and drawing research conclusions. The technique of checking the validity or validity of the researcher's data uses triangulation of data sources.

Results

1. *Overview of the pedagogic competence of teachers at SD Islam Darul Hikmah in optimizing student learning in the era of society 5.0 in Makassar City*

The data from this study was presented by the researcher based on data obtained from observation, interviews, and documentation activities with teachers at SD Islam Darul Hikmah Makassar. Furthermore, the researcher conducted data analysis related to pedagogic competence in optimizing student learning in the society 5.0 era of Makassar City.

Based on the results of the observation of the three teachers, the general description of the pedagogic competencies possessed by teachers at SDI Darul Hikmah Makassar is as follows:

- a. Mastering the characteristics of students: The results of observations on the three teachers at SD Islam Darul Hikmah show that the level of mastery of the characteristics of students is categorized as good because 4 out of 5 observation indicators are implemented, there is only 1 indicator that is not implemented, namely the teacher does not supervise all students by going around.
- b. Mastering learning theory and principles of educational learning principles: The results of observations on the three teachers at SD Islam Darul Hikmah showed that the level of mastery of learning theories and principles of educational learning principles was categorized as good because 5 out of 7 indicators of observation were implemented and there were 2 indicators that were not implemented, namely teachers did not use various approaches, strategies, methods and techniques of learning to motivate students and did not use books more than one as a learning resource.
- c. Curriculum development: The results of observations on the three teachers at SD Islam Darul Hikmah show that the level of mastery of curriculum development is categorized as very good because all observation indicators are implemented.
- d. Educational learning activities: The results of observations on the three teachers at SD Islam Darul Hikmah show that the level of mastery of educational learning activities is categorized as good because 7 out of 9 observation indicators are implemented and there are 2 indicators that are not implemented, namely teachers do not manage the classroom effectively without dominating or being busy with their own activities and teachers do not use teaching aids or audiovisual (ICT) to increase learning motivation students in achieving learning goals.
- e. Utilizing information and communication technology for the benefit of learning: The results of observations on the three teachers at SD Islam Darul Hikmah show that only 1 teacher carried out all observation indicators challenging the use of information and communication technology for the purpose of learning, while the other 2 teachers had 2 out of 3 observation indicators that were not implemented, namely not using audio-visual (including ICT) to increase students' learning motivation in achieving learning objectives and not using teaching aids, and/or audio-visual (including ICT) to increase students' learning motivation in achieving learning objectives.
- f. Development of student potential: The results of observations on the three teachers at SD Islam Darul Hikmah show that 2 out of 4 observation indicators are carried

out at the level of mastery of student potential development while 2 indicators are not implemented, namely teachers do not correctly identify the talents, interests, potentials and learning difficulties of each student and do not focus on interaction with students.

- g. Communication with students: The results of observations on the three teachers at SD Islam Darul Hikmah showed that 6 out of 7 observation indicators were carried out at the level of mastery of communication with students while 1 indicator was not implemented, namely teachers did not create interaction with students.
- h. Assessment and evaluation: The results of observations on the three teachers at SD Islam Darul Hikmah showed that the level of mastery of assessment and evaluation was categorized as very good because all observation indicators were implemented.

From the results of observations made on the three teachers at SD Islam Darul Hikmah Makassar show that the pedagogic competence of teachers is good because of the 8 indicators, most of them have been implemented, but in the indicators of the use of information and communication technology for the benefit of learning, only one teacher out of three teachers is observed to implement well. Two of the three teachers did not use **audio-visual** (including ICT) to increase students' learning motivation in achieving learning objectives and did not use teaching aids, and/or **audio-visual** (including ICT) to increase students' learning motivation in achieving learning objectives.

At SD Islam Darul Hikmah Makassar, all teachers prepare teaching tools before carrying out the teaching and learning process. It's just that in terms of making and using teaching media, especially technology-based, teachers are still lacking. Teachers only use whiteboard media in teaching. During bad weather, learning is carried out online, teachers only use *the whats app* application as an intermediary medium to send assignments to students because the economic condition of students at SDI Darul Hikmah school is still classified as lower middle class whose students do not have cellphones as a technology-based learning facility. In addition, there are parents of students who do not care about their children's technology needs.

During interviews with homeroom teachers at SD Islam Darul Hikmah, information was found that the school provides facilities such as laptops, teaching devices, printers and projectors. However, teachers do not optimize the use of these facilities in teaching, only using the whiteboard as a teaching medium to students because of several considerations and one of them is following the condition of students. The following are the results of the interview with Hasdianti's homeroom teacher (January 25, 2024):

"Usually before entering the semester or before starting, there must be a device. Sometimes, for example, Indonesian Language, PKN, and sometimes I distribute LKPD... Teaching using a whiteboard only, once online for 1 day due to bad weather. Previously, I had explained the lesson, so I just had to give the assignment through *the question sent wa*. Never before have I not made my own learning media, still the whiteboard and the package book prepared from the school... because, here is still the economy down, there are parents who are stupid who are not too to cellphones".

In another class, the author interviewed homeroom teachers related to the optimization of learning management and found information that teachers made image media that were printed using a printer. But sometimes teachers use the projector to play videos according to the material being taught. This is due to the obstacles experienced by teachers in optimizing the media because the economic condition of students at SDI Darul Hikmah school is still classified as lower middle. In addition, there are parents of students who do not care about their children's technology needs. The following is an excerpt of an interview with Nur Rahmah's mother (January 25, 2024):

"I show it through the image that has been printed because we condition the time because if you use the lcd it will take a bit long while by showing the image I am ready before I start learning."

Optimization of learning management depends on the experience of teachers. Three teachers who have been interviewed, found information that teachers who have served for a long time, in addition to being experienced, are also able to adapt to the times. One of the three teachers designed learning according to the situation. For example, if the weather is supportive, teachers will use props in teaching material to students. But if the weather is not supportive, for example, rain, then the teacher will prepare a projector and use learning video media in teaching material to students. In addition to taking advantage of the technology facilitation owned by the school, the teacher made his own media in the form of learning videos. This is because the teacher is a Batch 9 driving teacher who has been trained to make learning video media. The following is an excerpt of an interview with Mr. Amiruddin (January 25, 2024):

"If I teach, it depends on the facts, for example, today the weather is supportive, I will definitely use the tools according to what I taught at that time, such as a ball, except for example rain that does not allow me to go to the usual field, I prepare LCD and projectors... If the learning video is now intense, I am making it intensively because I am the driving teacher of the 9th batch."

Regarding the pedagogic abilities possessed by teachers at SD Islam Darul Hikmah Makassar, it is easy for teachers to understand the characteristics of students so that they can adjust the seating position of students and adjust the facilities and infrastructure that can be used in learning. According to information from teachers during the interview, one of the characteristics possessed by students of SD Islam Darul Hikmah Makassar is hyperactivity. Facing hyperactive students is very suitable if in the learning process the teacher involves technological means. However, the reality at SD Islam Darul Hikmah Makassar is that most teachers do not utilize technology in learning. Their reason is because students do not have cellphones and parents tend to be ignorant if learning is *online*. This assumption indicates that teachers at SD Islam Darul Hikmah Makassar consider technology-based learning only if it is packaged in *online* learning. Even though technology-based learning is not limited to *online* learning only. Teachers can use projector media in the classroom by displaying learning videos, thereby attracting the attention of students in learning so that even though they are from families with lower middle and lower economies, students are already familiar with technology so that they are ready to enter the era of society 5.0.

2. Factors that inhibit and support the pedagogic competence of elementary school teachers to optimize student learning in the era of society 5.0 in Makassar City

Supporting factors in the implementation of education in the Society 5.0 Era include increasing the amount of learning content, ease of obtaining teaching materials, facilitating communication, and facilitating online-based learning. On the other hand, the inhibiting factors involve unequal training opportunities, slow public services, lack of understanding of technology by some people, and lack of skills in implementing technology in the learning process. Improving data literacy and understanding of technology, such as coding, artificial intelligence, machine learning, and biotechnology, is key in overcoming these obstacles. Although technology-literate students can be a supporting factor, the implementation of Society 5.0 is also hampered by the lack of maximum implementation of digitalization and limited facilities. In facing this era, teachers also need to be supported by strong supporting factors, as well as overcome existing obstacles to ensure the success of the implementation of education in the Society 5.0 Era.

a. Supporting factors

Teachers have a very important and main role in order to improve the quality of education and form intelligent and competitive Indonesia people. **Educator (Teacher) Self-Development Activities** must prioritize the needs of teachers to achieve standards and improve professional competence, especially those related to the implementation of learning services. At SD Islam Darul Hikmah, one of them supports the development of teacher competence, one of which is by providing facilities and facilitating teachers to participate in training both offline and online. The facilities at SD Islam Darul Hikmah are quite complete, especially in optimizing student learning in the society 5.0 era, the school provides facilities and infrastructure such as laptops, printers, projectors and Wifi. This information was obtained from the results of an interview with Mrs. Hasdianti (January 25, 2024) as follows:

Yes, for example, laptop learning devices, print actually has a projector, but it is rarely used. So far, when teaching, only blackboards, package books are used. Laptop, markers, and prints are available. If you want to print like LKPD with paper, it is also provided. Laptops are used to search for learning materials.

Furthermore, the results of the interview with Mrs. Nur Rahmah (January 25, 2024): "If the facilities are all safe, there is a matras prepared, the facilities here are complete using projector and LCD media". From this information, information was found that the facilities at SD Islam Darul Hikmah are quite complete. Although there is one informant who feels that it is not enough because the school has not prepared finished media that can be used directly by teachers in teaching, namely Mrs. Nur Rahmah (January 25, 2024) stated that:

"If I think it lacks facilities, for example, in solar system materials, at least media such as globes or images of the solar system are prepared other than those made by the teachers themselves... There is, but I mean the physical media is prepared directly because there will be different children's pulling styles... There are maps, LCDs, laptops".

There are teachers who feel that it is not enough because the school has not prepared complete media that can be used directly by teachers in teaching. However, the other two teachers already feel that the school has quite complete facilities to support learning. From the infrastructure facilities that have been mentioned, teachers can all be used to support the development of teachers' creativity following the times in facing the Society 5.0 Era because they have provided technological tools such as laptops, printers, projectors and Wifi.

In addition to the ease of technology facilities at SD Islam Darul Hikmah Makassar, teachers also develop themselves personally by participating in trainings or seminars both offline and online. There are teachers who have participated in webinars related to the Merdeka curriculum about interesting methods that can be applied in teaching students. There are also those who have participated in training but are limited to training in the toping method for mathematics learning and Smart Teacher. The teacher only acts as a listener during the training. There are also teachers who often attend online seminars and several other trainings. The following are the results of interviews with three teachers at SD Islam Darul Hikmah Makassar:

Mr. Amiruddin (January 25, 2024) revealed that "if the training is not too much, but if the seminar is often attended, it is often in the form of online". Furthermore, Mrs. Nur Rahmah (January 25, 2024) stated "yes, a webinar related to the Merdeka curriculum... What I found was a more interesting method that we could teach to children." Mrs. Hasdianti (January 25, 2024) also stated that "Once, if I'm not mistaken, month 11 seems to be in the form of training on the toping method for mathematics. I was also like the

Smart Teacher at the Karebosi Ditold store to listen to the material, there is something called a learning platform discussed there. Just explain the Independent Learning curriculum, anything is the Independent Learning platform.

From the results of the interview, information was found that all teachers had participated in seminars in order to develop themselves as teachers who follow the times, especially in facing the Society 5.0 Era.

b. Inhibiting factors

At SD Islam Darul Hikmah, there are facilities that can support teachers to develop their creativity in providing teaching using technology media. It's just that teachers still do not take advantage of these facilities because teachers adjust to the situation of the classroom. Teachers still use whiteboard media and package books prepared from the school in teaching because the economic condition of students who are still classified as middle to lower is a consideration for teachers not to involve students with the use of technology in learning. In addition, there are parents of students who do not care about their children's technology needs. On the other hand, the environmental condition of students in areas where conflicts often occur (bow wars) result in students having more active temperaments than students in other areas, so teachers are worried about using school facilities that can be damaged during learning. This information was obtained from an interview with Mr. Amiruddin (January 25, 2024), a teacher at SDI Darul Hikmah, following the results of the interview:

"Honestly, if here is the first behavior of the children because we know that this includes the bow and arc area and the majority of the people are middle and lower, the children here if the environmental problems are quite extraordinary, so it is difficult to manage because from a different environment with people who are middle and upper, now the problem is constrained in the cellphones of the children because not all children have cellphones.

Furthermore, an interview with Mrs. Hasdianti (January 25, 2024) stated that:

"In schools, media aids for teaching, for example, there are screens, but they are not installed. Yes, maybe one of them is by adjusting to the situation of the class because, here it is still the economy down, there are parents who are stupid who are not too to cellphones".

Meanwhile, the results of an interview with Nur Rahmah's mother (January 25, 2024) stated that:

"We condition the time because if we use LCD, it will take a bit of a while, while by showing the picture I am ready before I start learning".

Of the three teachers interviewed, the characteristics of students at SD Islam Darul Hikmah are very hyperactive. This is influenced by the state of the student's environment so that the obstacle is on student readiness, because not all students have cellphones, especially in the school environment, including environments where group wars often occur using bows.

The results of interviews with three teachers at SD Islam Darul Hikmah showed that only one of them had enough experience as an educator but his competence as a teacher of Sports subjects (not a classroom teacher), while two of them had a lack of experience as an educator. This is because only one teacher out of three teachers has experience serving as an educator at SDI Darul Hikmah school for approximately 10 years, while two of them are only about 2 years and some have only been devoted to educators at the school for 7 months. The educational background of teachers at SDI Darul Hikmah school is mostly relevant, only there is one person among the three who has an educational background other than PGSD but is given the task of being a homeroom teacher at the school.

Physically, the three teachers who teach at SD Islam Darul Hikmah are healthy and they are disciplined in terms of time to school. The following are the results of the interview that has been conducted with Mrs. Hasdianti (January 25, 2024):

"I have only been teaching at SD Darul Hikmah for 7 months, this school is the first school I have been on".

The first teacher interviewed by the author was a teacher who had only taught at SD Darul Hikmah for 7 months and this was the first school where he devoted himself as a teacher. The teacher has a background in mathematics education but is placed as a classroom teacher at SDI Darul Hikmah because according to him, mathematics education is linear teaching in elementary school because in elementary school there is a mathematics subject. This is in accordance with the results of an interview with Mrs. Hasdianti (January 25, 2024) as follows:

"I am a graduate of Mathematics Education, I was accepted into this school because of the lack of applicants, especially now that my major is linear also because of Mathematics Education. Like Indonesian Language, and it seems that United Kingdom can also be a homeroom teacher in elementary schools.

The same question the author asked Mrs. Nur Rahmah (January 25, 2024) with the following interview results:

"Later in the 8th month, it will be 2 years, I am still an honorarium from the year 2022 / 2023. I used to be here at first but I was unemployed for 8 years from 2012 to 2014 stopped and has not been PPPK because my name has not been registered in Dapodik, there was an obstacle yesterday but now it is temporarily imputed".

The teacher's mother taught at SD Islam Darul Hikmah for approximately 2 years. Started teaching in 2012 but stopped in 2014 and continued again in 2023. So that teachers' experience in teaching is still lacking even though they initially served after college because they had stopped for 8 years. Teachers have an educational background in accordance with their position as homeroom teachers at SDI Darul Hikmah, namely S1 PGSD graduates.

The results of the interview with the third teacher obtained information that the teacher had served at SD Darul Hikmah for approximately 10 years, so that the teacher's experience was qualified in his field. In addition to SD Darul Hikmah, teachers also teach at other elementary schools as ASN. Initially, he served at SDI Darul Hikmah, but a year ago this teacher passed the selection as an ASN with another school placement. He played a dual role in two schools with isin and was known by the principal. This teacher was given a certificate because he was a subject teacher so that he could manage the schedule by not ignoring the rules that had been set in each school. The following are the results of Mr. Amiruddin's interview (January 25, 2024):

"If I am here for almost 10 years, I have served. I am a civil servant, I serve at SD Inpres Tabaringan, previously here I used to be lifted up there but because the teacher here is vacant, I was called back here to teach. I have not been certified, it's just like this, I just got P3K last year I was there and I was only on duty for maybe about 5 months and here there used to be a replacement for me but he said he couldn't, the principal contacted me back here but with a note I had to ask permission from the principal there and thank God the principal there allowed it as long as the main duties there were not neglected".

The teacher has an educational background in accordance with his position as a sports subject teacher at SDI Darul Hikmah, namely a graduate of S1 PGSD Penjas.

Inappropriate educational backgrounds and lack of teaching experience can have a significant impact on learning optimization in the Society 5.0 era, which is characterized by the integration of advanced technology and the need for 21st century skills.

Teachers who do not have the appropriate educational background may have difficulty understanding and conveying the subject matter effectively. This can lead to inaccuracies in teaching and an inability to adequately answer students' questions. Intensive training and professional development programs focused on specific subject matter can help teachers improve their understanding. Collaboration with more experienced teachers or specialists in the field can also provide additional support.

At SD Islam Darul Hikmah Makassar, all teachers prepare teaching tools before carrying out the teaching and learning process. It's just that in terms of making and using teaching media, especially technology-based, teachers are still lacking. Teachers only use whiteboard media in teaching. During bad weather, learning is carried out online, teachers only use *the whats app* application as an intermediary medium to send assignments to students because the economic condition of students at SDI Darul Hikmah school is still classified as lower middle class whose students do not have cellphones as a technology-based learning facility. In addition, there are parents of students who do not care about their children's technology needs. The following is an excerpt of an interview with Nur Rahmah's mother (January 25, 2024):

"I show it through the image that has been printed because we condition the time because if you use the lcd it will take a bit long while by showing the image I am ready before I start learning."

Supporting factors in the implementation of education in the Society 5.0 Era include increasing the amount of learning content, ease of obtaining teaching materials, facilitating communication, and facilitating online-based learning. On the other hand, the inhibiting factors involve unequal training opportunities, slow public services, lack of understanding of technology by some people, and lack of skills in implementing technology in the learning process. Improving data literacy and understanding of technology, such as coding, artificial intelligence, machine learning, and biotechnology, is key in overcoming these obstacles. Although technology-literate students can be a supporting factor, the implementation of Society 5.0 is also hampered by the lack of maximum digitalization and limited facilities owned by students. In facing this era, teachers also need to be supported by strong supporting factors, as well as overcome existing obstacles to ensure the success of the implementation of education in the Society 5.0 Era.

In facing these challenges, it is important for teachers, schools, authorities, and relevant stakeholders to work together in creating an educational environment that supports the development of pedagogic competencies of elementary school teachers in the Society 5.0 era in Makassar.

Discussion and Conclusions

Discussion

Teachers are one of the noble and honorable professions. It is the teacher who is in control in shaping civilization and the progress of a generation. Behind the importance of the role of a teacher for the progress of a nation lies a responsibility that is not easy. Teachers are expected to be able to master the various skills needed in order to make the teaching profession professional (Akbar, 2021). At SD Islam Darul Hikmah Makassar, there is no doubt about the competence of teachers in teaching, because teachers voluntarily devote themselves to the goal of educating the nation's generation. Most of the teachers at SD Islam Darul Hikmah Makassar are female. Where women at the beginning of their marriage, their responsibilities will be divided. One of the proofs of the spirit of devotion

from the teachers of SD Islam Darul Hikmah Makassar, is the return of a teacher after quitting with the excuse of starting a married life.

The results of the interview obtained information that all teachers have S1 academic qualifications. This is in accordance with the explanation of teacher competencies outlined in the regulation of the Minister of National Education No. 16 of 2007 concerning academic qualifications and teacher competencies which reads that every teacher is obliged to meet the academic qualifications and teacher competencies that apply nationally. The academic qualification of the Teacher or other equivalent forms, must have a minimum educational academic qualification of diploma four (D-IV) or bachelor (S1) in the field of education (D-IV/S1) obtained from an accredited study program. The teacher's competencies include pedagogic, personality, social, and professional competencies (Permendiknas No.16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007). This means that in theory, teachers at SD Islam Darul Hikmah Makassar are qualified as teachers who have pedagogic competence so that they automatically master learning theories and principles of educational learning. However, one drawback found in this study is that as competent teachers, teachers should be able to adapt themselves to the era of society 5.0 by utilizing technology in schools. In reality, school facilities are still underutilized for the reason that students are not ready and the use of projectors takes a long time to prepare. In fact, by getting used to using technology facilities, teachers can get used to it. This is in line with the theory of Society 5.0 which has the concept of big data technology collected by *Internet of things* (IoT) transformed by *Artificial Intelligence* (AI) is something that can help society so that life becomes better (Adebisi & Matthew, 2015). This means that the habit of using technology in learning can make learning life better.

The higher the teacher's learning knowledge, the higher the teacher's ability to prepare lesson plans and implement learning. In this case, there is an assumption that is built, that although consciously learning knowledge is still lacking, but because of the overload of experience, teachers are more skilled in compiling lesson plans and implementing learning, which teachers have unconsciously applied learning knowledge, such as learning theories and concepts, curriculum development, and so on (Habibullah, 2012).

The development of students' potential is carried out by teachers by using questions to find out their understanding and maintain student participation. The teacher adjusts the mimicry and gestures in explaining the material. Teachers pay attention to students' questions and respond to them completely and relevant to eliminate students' confusion. Characteristics of students include all indicators related to students' self-aspects related to learning process activities. Teachers build the professionalism of learners by implementing all components of pedagogic competence, mastering the characteristics of students is the main indicator of pedagogic competence (Lubis, 2018). Mastering the characteristics of students will make it easier for teachers to develop students' potential. Teachers have the ability to identify all student information by recording and using information about student characteristics to help the learning process (Suyanto, 2013).

Based on the Law of the Republic of Indonesia No. 20 of 2003, in the National Education system, it is explained that pedagogic competence includes mastery of several aspects as follows: student characteristics, learning theories and principles of learning, curriculum development, learning activities, development of students' potential, and communication with students, Assessment and evaluation (Susanto & Rachmadtullah, 2019).

Information technology, if used properly, can function in various academic and social purposes, can also develop artificial intelligence in seeking content, opportunities, and self-development networks (Ismanto & Erbianita, 2019). Critical pedagogy in education is defined as educational theories and learning practices designed to increase

students' critical awareness of their own situation, so as to gain the freedom to learn (Baharizqi et al., 2023). Facing the Society 5.0 era, elementary school teachers must have the ability to solve a problem, think critically, and be creative. In addition, teachers must meet special qualifications and improve their competencies and skills in educating students to be able to face challenges in the era of society 5.0 (Abidah et al., 2022). Teachers are expected to always make updates in teaching, be technologically literate by utilizing a gmail account in designing online learning, and get used to doing assessments in the learning process (Alannasir et al., 2022). These studies both examine the pedagogic competence of teachers in facing the changing times, namely from the 4.0 era to the 5.0 era. In the Society 5.0 era, teachers who have pedagogic competence need to have a number of skills and knowledge that are relevant to technological developments and social changes. This is in line with the indicators of achievement of pedagogic competence, among others Mastering the characteristics of students, Mastering learning theories and principles of learning that educate, Developing a curriculum related to the subjects taught, Organizing educational learning. Utilizing information and communication technology for the benefit of learning, Facilitating the development of students' potential, Communicating effectively with students, Conducting assessments and evaluations of learning processes and outcomes. So based on this, the competencies needed to support in the era of society 5.0 are relevant to the indicators of achievement of pedagogic competence, namely:

1. **Digital Competence:** Teachers must be able to utilize digital technology to support the learning process. This includes the use of educational tools such as Learning Management Systems (LMS), educational apps, and other software that can help improve student interaction and participation.
2. **Technology Literacy:** Understand emerging technologies such as the Internet of Things (IoT), artificial intelligence (AI), and big data. Teachers must be able to integrate this technology into learning to create a more contextual and relevant learning experience.
3. **Creativity and Innovation:** Teachers must be able to design creative and innovative teaching methods to engage students and accommodate different learning styles. This includes the use of techniques such as project-based learning, collaborative learning, and problem-based learning.
4. **Critical Thinking Skills:** Teaches students to think critically and solve complex problems. This includes encouraging students to analyze information, evaluate various sources, and make data-driven decisions.
5. **Adaptability:** In the Society 5.0 era, change is happening quickly. Teachers must be flexible and ready to adapt quickly to curriculum changes, new technologies, and student needs.
6. **Communication and Collaboration:** Able to communicate well and work closely with various stakeholders, including students, parents, colleagues, and the community. This is important to build a supportive and collaborative education ecosystem.
7. **Continuous Learning:** Teachers must continue to develop themselves through continuous learning and professional development. This includes attending trainings, workshops, and further education to stay up-to-date with the latest educational trends and practices.
8. **Character Education:** In addition to academic knowledge, teachers should also focus on developing students' character, including ethics, empathy, and social skills. This is important to create individuals who are ready to face challenges and changes in society.

By mastering these competencies, teachers in the Society 5.0 era can help prepare students to live and work in an increasingly complex and technology-based environment.

Conclusions

This research has revealed the importance of the pedagogic competence of teachers of SDI Darul Hikma Elementary School in Makassar City in optimizing learning in the Society 5.0 era. The results of the study show that elementary school teachers in Makassar need to have high pedagogic competence to face the challenges and opportunities offered by profound changes in the way they interact with technology and information.

The findings of this study show that teachers' pedagogic competencies, including a deep understanding of effective teaching methods, the ability to design technology-based learning, as well as skills in evaluating and improving student learning, are key factors in improving the quality of education in primary schools.

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