

IMPLEMENTATION OF THE DRIVING SCHOOL (*SEKOLAH PENGGERAK*) AND DRIVING TEACHERS (*GURU PENGGERAK*) PROGRAM AS EDUCATIONAL INNOVATION IN THE SOCIETY 5.0 ERA

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Abstract

In the Society 5.0 era, educational challenges have become increasingly complex, requiring innovations that support school transformation and the improvement of teacher quality. The Driving School Program and Driving Teachers Program are Indonesia's government responses to these needs. The School Empowerment Program aims to digitalize schools, strengthen governance, and create a more interactive and technology-adaptive learning environment. Meanwhile, the Teacher Empowerment Program focuses on human resource development through continuous training and study comparisons, aiming to enhance teachers' skills and competencies in facing the demands of the digital era. Teachers are expected to become agents of change capable of applying innovations within school environments, improving collaboration, and leading the educational transformation process. This research uses a literature review method, analyzing various relevant sources regarding the implementation of these two programs. The results show that these programs positively impact the improvement of teachers' competencies, particularly in mastering technology and teaching methodologies relevant to Society 5.0. Additionally, the implementation of the School Empowerment Program supports the role of schools in enhancing the quality of education through digitalization and innovation. Thus, the School Empowerment Program and Teacher Empowerment Program can be considered significant innovations in preparing Indonesia's young generation to compete in the continuously evolving digital era.

Keywords: Digitalization; Driving School; Driving Teachers; Education Innovation; Society 5.0.

Abstrak

Di era Society 5.0, tantangan pendidikan semakin kompleks, memerlukan inovasi yang mendukung transformasi sekolah dan peningkatan kualitas guru. Program Sekolah Penggerak dan Guru Penggerak merupakan respon pemerintah Indonesia terhadap kebutuhan ini. Program Sekolah Penggerak bertujuan untuk mendigitalisasi sekolah, memperkuat tata kelola, dan menciptakan lingkungan belajar yang lebih interaktif dan adaptif terhadap teknologi. Di sisi lain, Program Guru Penggerak berfokus pada pengembangan sumber daya manusia melalui pelatihan dan studi banding berkelanjutan, yang bertujuan untuk meningkatkan keterampilan dan kompetensi guru dalam menghadapi tuntutan era digital. Guru diharapkan menjadi agen perubahan yang mampu menerapkan inovasi di lingkungan sekolah, meningkatkan kolaborasi, serta memimpin dalam proses transformasi pendidikan. Penelitian ini menggunakan metode studi literatur, dengan menganalisis berbagai sumber yang relevan mengenai implementasi kedua program tersebut. Hasil penelitian menunjukkan bahwa program ini mampu memberikan dampak positif dalam peningkatan kompetensi guru, terutama dalam hal penguasaan teknologi dan metodologi pembelajaran yang relevan dengan Society 5.0. Selain itu, implementasi Program Sekolah Penggerak juga mendukung peran sekolah dalam meningkatkan kualitas pendidikan melalui digitalisasi dan inovasi. Program Sekolah Penggerak dan Guru Penggerak dapat dianggap sebagai inovasi penting yang mempersiapkan generasi muda Indonesia untuk berkompetisi di era digital yang terus berkembang.

Kata Kunci: Digitalisasi; Guru Penggerak; Inovasi Pendidikan; Sekolah Penggerak; Society 5.0.

A. INTRODUCTION

The Society 5.0 era has brought a paradigm shift in various sectors, including education, where humans and technology interact more intensively. Society 5.0 combines technological sophistication such as artificial intelligence, robotics, Internet of Things (IoT), and automation in daily life, making humans the center of digital transformation. The application of this technology not only changes the way humans work, but also how education is carried out, especially in terms of achieving increasingly significant advances in Information and Communication Technology (ICT) (Mustari, 2024). The role of technology in education has become increasingly evident since the Covid-19 pandemic, where educators around the world are faced with the challenge of learning loss. With the help of technology, teachers are able to answer these challenges and continue the online learning process. This shows how important the ability of educators is in mastering technology to improve the quality of learning. Teachers and lecturers who may have previously only used technology in a limited way, are now required

to understand and integrate the latest innovations in the field of ICT to create a more effective, interactive, and relevant learning environment (Rianti & Setiawan, 2024a).

In Indonesia, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) responds to this challenge through innovative educational programs, one of which is the Driving School Program (PSP) and Driving Teachers. This program is designed to improve teachers' competence in facing changes and demands in the Society 5.0 era. PSP not only focuses on improving the quality of education technically, but also builds an educational ecosystem that is more adaptive to technological developments and global demands, allowing students to acquire relevant skills for the future (Mustari, 2024). The Society 5.0 era also changes the view of the role of teachers in the learning process. No longer just as teachers, teachers are now expected to be facilitators who are able to encourage students to think critically, creatively, and collaboratively. Mastery of technology is no longer an option, but a must so that the learning process can take place optimally. The Teacher Driving Program is here to provide assistance and training for teachers to be able to implement technology-based learning and a more innovative approach in education (Rianti & Setiawan, 2024a).

The Driving Schools and Driving Teachers programs are also designed to respond to challenges in an effort to build inclusive and equitable education throughout Indonesia. This is important considering the gap in access to education between urban and rural areas which often hinders the equitable distribution of education quality. Education units can transform to be more independent and able to answer educational challenges in the digital era, so that no student is left behind in achieving the expected competencies (Ramadhan, 2024). This innovation not only means the introduction of new technology, but also involves a change in the way of looking at the learning process itself. The Driving Schools and Driving Teachers program, as part of the Freedom of Learning policy, aims to create a greater space for creativity and collaboration, both among students and teachers. This approach emphasizes more participatory and student-centered learning, where the teacher plays the role of a director (Mustari, 2024).

The challenges of the Society 5.0 era are not only about mastering technology, but also about the integration of moral and ethical values in education. Character education is one of the important components that must be integrated in the curriculum, especially considering the negative impact of technological developments, such as the misuse of social media and the rise of individualism. The Teacher Driving Program has a strategic role in developing teachers' ability to foster and instill strong moral values in students, so that the younger generation is not only intellectually superior, but also has good emotional intelligence and ethics (Ramadhan, 2024). Educational transformation through the Driving Schools and Driving Teachers program is expected to have a long-term impact on the progress of education in Indonesia. The challenges faced by the world of education will continue to grow. Educational innovation must continue

to be carried out continuously so that education can keep up with the dynamics of global change. These programs are a good first step in building an education system that is more advanced and ready to face future challenges (Mustari, 2024). Education cannot be imposed on only one party, but is a shared responsibility. The Driving School and Driving Teacher programs offer solutions to overcome existing educational problems, but their success depends heavily on the collaboration of all parties involved in the world of education (Rianti & Setiawan, 2024a).

B. RESEARCH METHODS

The method used is a literature study, which involves collecting, analyzing, and interpreting data from various written sources such as books, journal articles, reports, and other documents relevant to the topic of the Driving School and Driving Teacher Program in the Society 5.0 era. This method allows researchers to identify trends, concepts, and theoretical frameworks related to technology-based educational innovation and the implementation of educational policies in the context of the Society 5.0 era. This literature study approach also helps researchers in reviewing various previous studies that support the implementation of the Driving School and Driving Teacher Program. This method provides a solid conceptual foundation to understand the relevance and challenges faced in preparing educators for the Society 5.0 era, as well as its impact on the quality of learning and the development of student competencies in the era of increasingly sophisticated technology (Mishra, S. B., & Alok, S. 2022).

C. RESULTS AND DISCUSSION

1. Educational Transformation in the Era of Society 5.0 and the Relevance of Driving School Programs

The transformation of education in the era of Society 5.0 is very relevant to the development of the Driving School Program, which aims to accelerate the improvement of the quality of education in Indonesia. This program focuses on the development of the Independent Curriculum (KM), which was created to respond to the impact of the COVID-19 pandemic on education. (Irawaty et al., 2023) explained that KM is one of the government's efforts to restore learning through a more flexible and integrated approach to the needs of the times, where teachers play the role of agents of change in realizing digital transformation in schools.

The Society 5.0 era demands education that is able to integrate technology with human values. According to (Ahmadin et al., 2023), teachers must be prepared with relevant competencies, such as technology skills and digital literacy, in order to be able to manage technology-based learning. This is closely related to the Teacher Driving Program which aims to train teachers to be able to be pioneers in implementing digitalization in schools, as explained by (Irawaty et al., 2023), where this program assists schools in recognizing and adopting the Independent Curriculum and the use of innovative learning media.

In line with that, (Dwikoryanto et al., 2021) emphasized the importance of schools to develop digital competencies and innovations in learning methods to prepare a generation capable of facing the challenges of Society 5.0. Christian schools, for example, have begun their transformation through improving the quality of religious education and integrating technology into the curriculum. This shows the relevance of the Driving School Program which not only focuses on cognitive aspects, but also shapes students' character to be ready to face an increasingly complex era (Syarnubi, S., Syarifuddin, A., & Sukirman, S. 2023).

In schools such as SMP IT and SD IT Yayasan Asshodikyah Semarang, the implementation of the Independent Curriculum through the Driving School Program is still in the introduction stage. (Irawaty et al., 2023) explained that although these schools have not yet fully become part of the program, the training provided to teachers is beginning to equip them with a better understanding of the Independent Curriculum and its relevance in facing Society 5.0. The program is not just training, but also involves in-depth reflection to improve teachers' skills and understanding of the challenges of modern education (Korthagen, F., & Nuijten, E. 2022).

In addition, (Dwikoryanto et al., 2021) found that school digitalization is a key component of educational transformation in the Society 5.0 era. The Driving School Program aims to improve the efficiency of the teaching and learning process, reduce complexity, and inspire a more personalized approach that suits the needs of students by introducing innovative digital platforms and learning media. This reflects that the transformation of education through this program focuses on improving the quality of learning that is adaptive and relevant to technological developments. The Ministry of Education and Culture also emphasized that one of the main goals of the Driving School Program is to increase digitalization in schools, where teachers are expected to start adopting digital platforms in daily learning (Irawaty et al., 2023). This is supported by findings (Husniati et al., 2022), which show that the main challenge in implementing learning in the Society 5.0 era is the lack of readiness of most teachers in managing digital-based learning. This program is very crucial in providing training and capacity building for teachers so that they are able to face this challenge.

In addition to the technological aspect, the relevance of the Driving School Program in supporting educational transformation can also be seen from efforts to improve teacher competence and welfare. (Ahmadin et al., 2023) found that well-prepared teachers, not only in terms of technological skills but also in terms of welfare and professionalism, will be better able to provide quality educational services in the Society 5.0 era. This strengthens the role of the Driving Teacher Program as a catalyst for change that aims to shape a new generation with skills that are in line with the demands of the times (Santoso, 2022).

(Dwikoryanto et al., 2021) emphasized that increasing digital literacy for teachers and students is a key element in facing the challenges of this era. The Driving School Program, which includes intensive training for teachers, helps

schools in Indonesia, including those under the Asshodiqiyah Semarang Foundation, to be better prepared for educational transformation. This program allows teachers to be more adaptive and responsive to global changes characterized by rapid technological developments and digitalization. Educational transformation through the Driving School Program is also closely related to the readiness of schools in providing infrastructure that supports technology-based learning. As stated by (Ramadhan, 2024), the preparations made by the school include the procurement of adequate digital facilities and the development of teachers' skills in using technology as a learning tool. This is especially relevant in the context of Society 5.0, where technology is the main pillar in the educational process.

The Driving School program not only focuses on transforming education through digitalization, but also on developing more innovative and creative learning methods. (Thahery, 2023) stated that innovative learning media is an important factor in supporting school digitalization, which will ultimately improve the quality of learning and make it more relevant to the demands of Society 5.0. The program provides teachers with the necessary tools to create a more engaging and interactive learning environment for students. Another challenge faced in implementing educational transformation in the Society 5.0 era is the lack of synergy between various education stakeholders, such as the government, schools, and the community. (Dwikoryanto et al., 2021) underlines the importance of collaboration between all parties in building quality education. The Driving School Program aims to create a more inclusive educational ecosystem, where all parties are actively involved in supporting future-oriented learning.

Teacher performance (Sena; Sena Sopiana*, 2024) is the result of the work and obligations of an educator in carrying out his duties at an educational institution while serving as a teacher at that institution. Good teacher performance can produce quality graduates who have great potential for improving school quality. Therefore, teacher performance assessment is needed to measure the extent of achievements that have been achieved. The Georgia Department of Education has developed a teacher performance assessment instrument which has been converted by the Ministry of National Education into teacher performance assessment criteria. These assessment criteria highlight four main aspects of teacher ability, namely: "learning plans (teaching plans and materials) or now called Renpen or RPP (Learning Implementation Plan), learning procedures (classroom procedures), and interpersonal relationships (interpersonal skills), and learning assessment (Santagata, R., et al., 2021).

The development of teachers' human resources (HR) through comparative studies and continuous training is a crucial component in improving teachers' skills and competencies, especially in facing the challenges of the Society 5.0 era. (Sari et al., 2024) emphasized that improving the quality of teachers is not only related to mastery of teaching materials, but also technological skills and pedagogy that are adaptive to the development of the times. In the Society 5.0 era, this ability is

increasingly important because teachers must be able to face the complexity of digital-based learning, where technology is an integral part of the educational process. Comparative studies and ongoing training provide opportunities for teachers to see and learn from best practices at other institutions, while honing new skills relevant to the digital age (Shanks, R et al., 2022). Comparative studies allow teachers to broaden their horizons through interaction with different education systems, both at home and abroad. This assists teachers in gaining a new perspective on how technology can be effectively integrated into learning. Continuous training also allows them to keep up with the latest developments in educational technology, such as the use of online learning platforms, educational applications, and data-driven learning methods. Teachers are not only adapting to technology, but also able to use it to improve the quality of learning in the classroom.

Continuous training plays an important role in improving teachers' competence in pedagogical and managerial aspects (Ahmed, H. N., Pasha, A. R., & Malik, M. 2021). Teachers who are involved in intensive training tend to be better prepared to design and implement learning strategies that suit the needs of students in the digital era. They are also more able to innovate in developing interactive and student-centered teaching methods, which is one of the main characteristics of education in the Society 5.0 era (Legi, H., Damanik, D., & Giban, Y. 2023). This training provides a foundation for teachers to become effective agents of change in the world of education. In line with the vision of the Driving Teacher Program, this training and comparative study aims to empower teachers as leaders in the field of education. They not only serve as teachers, but also as innovators who are able to drive transformation in schools. Teachers are expected to lead collaboration between teachers in the learning community, build a culture of innovation, and apply a more modern and relevant learning approach to the demands of Society 5.0. This is important because teachers are the main actors who can bring about significant changes in the classroom and in the school environment as a whole (Cayubit, R. F. O. 2022).

2. Driving Teachers as Innovation Agents in Realizing Technology-Based Education

Driving teachers as innovation agents have a central role in realizing technology-based education, especially in the Society 5.0 era which emphasizes the importance of integrating technology in all aspects of life, including education. Research by (Ardiansyah & Basuki, 2023) highlights that educational institutions, such as Islamic boarding schools, need to prepare themselves to face the challenges of the Society 5.0 era by implementing the values of social piety. Despite the focus of their research on Islamic boarding schools, this concept can be extended to public schools with the role of Driving Teachers who not only focus on improving religious competence but also technological competence which is important for this era. The role of Teacher Mobilizers in supporting the

development of social competence of teachers in schools is very crucial. (Sari et al., 2024) found that Teacher Mobilizers have a significant influence on teachers' social competence, including in collaboration and communication with various stakeholders. The development of social competence is an important foundation for Driving Teachers to utilize technology in learning, so that they can act as a bridge between technology and social interaction in the classroom (Detgen, A., et al., 2021).

(Rianti & Setiawan, 2024b) explained that in the implementation of the independent curriculum in the Society 5.0 era, the technology-based learning approach has become an integral part. Driving teachers, with their innovative roles, are expected to be able to support more interactive and technology-based learning approaches, such as student-centered learning and scientific approaches, which have proven effective in encouraging active student participation in technology-based learning. The implementation of the independent learning curriculum for independent campuses, reviewed by (Thahery, 2023), also shows the relevance of the role of Driving Teachers as agents of innovation. Driving Teachers at the primary to secondary school levels act as pioneers in integrating technology into learning systems. This curriculum encourages creativity and innovation in line with the demands of the Society 5.0 era, where technology is an important tool to improve students' global competitiveness (Febriani et al., 2023).

Research by (Sari et al., 2024) underscores the importance of the role of Teacher Mobilizers in developing a learning ecosystem based on collaboration and mutual cooperation. Technology can support these collaborative activities, for example through digital learning platforms that allow interaction between teachers, students, and parents. The Driving Teacher here plays the role of the main facilitator in utilizing technology to increase cooperation between stakeholders in the school environment. The Society 5.0 era, as discussed by (Ardiansyah & Basuki, 2023), presents complex challenges for the world of education, including the importance of utilizing technology to prepare the younger generation to face rapid social and economic changes. Driving Teachers, as an agent of change, has a responsibility to ensure that technology is not only used as a tool, but also as a medium to disseminate social values and characters that are relevant to the challenges of the times (Lee, S., & Lee, K. 2024).

Research by (Mustari, 2024) further emphasizes that Driving Teachers have a key role in evaluating and adapting technology-based learning approaches. In schools that have implemented digital classes, for example, Teacher Mobilizers are expected to be able to integrate technology with a scientific approach that not only facilitates academic learning, but also supports the development of students' critical and creative skills. The role of Teacher Mobilizers is not limited to the technical aspects of applying technology, but also in directing learning to be in accordance with the values of social piety raised by (Ardiansyah & Basuki, 2023). Although technology dominates the modern world, Driving Teachers must be able

to align the use of technology with the moral and ethical values necessary in daily life (Huda, M., & Hashim, A. 2022).

Research (Thahery, 2023) shows that in facing the Society 5.0 era, higher education graduates need to have tough and innovative skills. Driving teachers in schools have an important role in preparing students for the next level of education by ensuring that they are skilled in using technology, creative in thinking, and innovative in solving problems, all of which are the main demands in the Society 5.0 era. Research by (Sari et al., 2024) shows that collaboration between teachers driven by the role of Teacher Mobilizers can enrich the technology-based learning ecosystem. By stimulating cooperation in the learning community, Teacher Mobilizers can also encourage innovation in the use of technology, both in the classroom and in inter-school interactions (Sung, Y. K., Lee, M., Seo, D. H., & others. 2022).

(Rianti & Setiawan, 2024b) highlights the importance of periodic evaluations in the application of technology-based learning. The Driving Teacher here plays a role in identifying the strengths and weaknesses of technology used in learning, as well as providing the necessary input for continuous improvement in the technology approach in schools. The approach proposed by (Ardiansyah & Basuki, 2023) related to the values of social piety is also relevant in the context of educational technology. Driving teachers must ensure that the use of technology remains within the framework of positive values that support students' social and moral development, so that technology becomes a means to strengthen character and not just a learning tool (Mulang, H., & Putra, A. H. P. K. 2023).

(Thahery, 2023) emphasized that the role of Driving Teachers in the independent curriculum is to create a space for students to learn in a more independent and creative way, in accordance with the demands of the Society 5.0 era. Technology, in this case, provides the tools that enable such independent learning, but the role of the Driving Teacher is to ensure that technology is used effectively and does not replace the personal interaction that is important in the learning process.

D. CONCLUSION

The implementation of the Driving School and Driving Teacher Program as an educational innovation in the Society 5.0 era shows that the role of teachers as agents of change is an important key in realizing technology-based education. Driving Teachers are not only required to have strong pedagogic competence, but also to be able to integrate technology in the learning process. They can improve the quality of education that is adaptive to technological developments and relevant to the demands of the Society 5.0 era through innovative approaches. This transformation allows teachers to create a learning ecosystem that supports collaboration, creativity, and problem-solving, which are key skills in this era. The Driving Schools and Driving Teachers program plays a role in developing teachers' social and digital competencies, which supports the creation of a more interactive

and dynamic learning environment. Teachers can increase students' participation and interest in learning, as well as prepare them to face global challenges with a student-centered learning approach and the use of technology such as the digital classroom. The important role of the independent curriculum in providing space for educational innovation further strengthens the relevance of this program in era of technological disruption.

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