

Teachers' Strategies in Enhancing Professionalism in the Era of Society 5.0

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ABSTRACT

The rapid acceleration of digital technology has introduced the paradigm of Society 5.0, a human-centered society that leverages cutting-edge artificial intelligence, big data, and the Internet of Things to solve complex social challenges. In the educational sphere, this paradigm shift requires a radical transformation of teacher professionalism, transitioning instructors from traditional transmitters of knowledge into dynamic facilitators, digital innovators, and empathetic mentors. This study investigates the comprehensive strategies implemented by teachers at SMK Harapan Al Washliyah Titi Aloban to enhance their professional capabilities in response to the demands of Society 5.0. Utilizing a quantitative descriptive survey design, data were collected on June 11, 2026, from 12 active teachers using a structured 13-item questionnaire spanning four key dimensions: digital adaptation and literacy, pedagogical and professional competence enhancement, professional collaboration and networking, and humanistic character reinforcement. The overall empirical findings demonstrate that teacher professionalism strategies achieved a high average implementation rate of 77.86%, categorized as 'Good'. Specifically, humanistic character reinforcement recorded the highest performance score at 84.72% ('Very Good'), highlighting teachers' deep commitment to emotional support, ethical digital guidance, and student creativity. Pedagogical and professional enhancement scored 76.04% ('Good'), collaboration and networking reached 75.69% ('Good'), and digital adaptation scored 75.00% ('Good'). Although digital literacy was strong regarding independent educational technology tracking (85.42%) and artificial intelligence integration (77.08%), the formal adoption of Learning Management Systems (LMS) registered the lowest score at 62.50%. The contribution of these findings lies in providing an empirical framework that highlights the necessity of combining human-centered pedagogy with targeted institutional infrastructure support to bridge the digital implementation gap in vocational education.

Keywords: Teacher Professionalism; Society 5.0; Digital Literacy; Pedagogical Competence; Humanistic Education

INTRODUCTION

The global landscape of the twenty-first century is undergoing an unprecedented structural transformation, driven by hyper-connectivity, computational intelligence, and technological convergence. As human society transitions beyond the industrial focus of Industry 4.0 which prioritized cyber-physical systems, automation, and mass data processing the emerging framework of Society 5.0 places human well-being back at the absolute core of technological innovation. Society 5.0 conceptualizes a super-smart society where advanced technologies such as Artificial Intelligence (AI), the Internet of Things (IoT), Big Data analytics, Cloud Computing, and advanced robotics are seamlessly integrated into every facet of daily life, economic activity, and social administration. Unlike previous socioeconomic evolutions, Society 5.0 does not treat technology as an end in itself; rather, it harnesses technological capabilities to resolve complex societal challenges, eliminate structural inequalities, and foster a highly inclusive, sustainable, and human-centric ecosystem.

Within the educational sector, the advent of Society 5.0 necessitates a dramatic paradigm shift in pedagogical philosophy, curriculum design, and instructional delivery. Traditional educational models, which historically relied on teacher-centered lectures, rote memorization, and standardized assessment mechanisms, are increasingly rendered obsolete in a world where information is ubiquitous and computational algorithms can perform complex analytical tasks in milliseconds. Today's learners must be equipped not merely with static domain knowledge, but with foundational 21st-century competencies specifically critical thinking, complex problem-solving, digital fluency, creative innovation, interdisciplinary collaboration, and empathetic communication. Consequently, the primary responsibility for shaping this new generation of competent and resilient learners rests upon classroom teachers. Teachers are no longer mere transmitters of textbook content; they must serve as dynamic learning facilitators, meta-cognitive coaches, digital innovators, and moral anchors who guide students through the ethical complexities of an AI-driven world.

Teacher professionalism represents the cornerstone of educational quality and institutional excellence. In accordance with Law Number 14 of 2005 on Teachers and Lecturers in Indonesia, professional educators are mandated to possess four core integrated competencies: pedagogical competence, professional competence, social competence, and personal (personality) competence. Pedagogical competence encompasses the ability to design, execute, and evaluate student-centered learning experiences adapted to diverse cognitive profiles. Professional competence involves deep mastery of academic subject matter, research methodologies, and disciplinary frameworks. Social competence reflects the capacity to communicate effectively, collaborate productively across institutional boundaries, and engage with community stakeholders. Personal competence embodies moral integrity, emotional maturity, cultural sensitivity, and continuous professional self-reflection. In the era of Society 5.0, these traditional competence

domains must be substantially expanded and enriched through digital integration, global networking, and adaptive lifelong learning.

Despite the clear theoretical imperatives for teacher professionalization in Society 5.0, empirical reality reveals substantial challenges and disparities across educational institutions. In many developing regions and vocational school environments, teachers face significant hurdles, including uneven digital literacy levels, fragmented access to technological infrastructure, resistance to pedagogical innovation, and limited exposure to continuous professional development (CPD) programs. While some educators proactively explore modern artificial intelligence tools, digital learning management systems (LMS), and interactive media platforms, others continue to rely on conventional instructional methods due to lack of technical training, time constraints, or institutional support. Furthermore, participation in professional learning communities, subject-teacher forums (MGMP), workshops, and peer-coaching networks remains inconsistent. These variations create a digital divide not only in technological access but also in pedagogical quality, ultimately impacting student achievement and readiness for modern labor markets.

This empirical disparity is particularly acute in vocational secondary education (Sekolah Menengah Kejuruan / SMK), where graduates are expected to enter the workforce or higher education immediately upon completion. Vocational teachers operate at the intersection of academic education and industrial application; thus, their professional capabilities directly influence technical workforce competitiveness. To address these critical empirical questions, this research conducted a targeted field study at SMK Harapan Al Washliyah Titi Aloban on June 11, 2026. This quantitative descriptive study systematically measures and evaluates the specific strategies employed by teachers to elevate their professionalism across four core empirical indicators; 1) teacher digital adaptation and literacy, 2) pedagogical and professional competence enhancement, 3) inter-teacher collaboration and networking, and 4) the reinforcement of humanistic character in students as an essential counterbalance to technological acceleration.

LITERATURE REVIEW

Previous Related Study

In examining teacher professionalism and educational adaptation in the era of Society 5.0, several previous studies provide valuable empirical and theoretical insights. First, Ismunandar & Kurnia (2023) conducted research on enhancing educator capacity in the era of Society 5.0, concluding that continuous skill upgrading, adaptive learning technology adoption, and active participation in professional forums are crucial for teachers to maintain educational relevance. Second, Karim et al. (2023) performed a meta-analysis investigating the effect of teacher professionalism in Islamic religious education in Indonesia during the Society 5.0 era, finding that professional development programs significantly

increase classroom pedagogical effectiveness and student character development. Third, Ruwaida & Setiasih (2022) examined teacher strategies in facing Society 5.0 in early childhood and school contexts, emphasizing that combining technological literacy with strong humanistic empathy represents the most effective strategic approach for modern educators.

Fourth, Storch (2020) and Zhang (2021) investigated digital collaborative practices and peer feedback mechanisms in language learning, demonstrating that structured group interaction and interactive media enhance engagement, reflective thinking, and cognitive processing. Fifth, Alghasab (2022) and Rahimi (2023) analyzed the integration of artificial intelligence and digital tools in classroom settings, highlighting that automated feedback and AI-assisted instructional drafting increase teaching efficiency while requiring teachers to maintain ethical oversight. Sixth, recent local studies by Hikmah et al. (2025), Kahar et al. (2025), Faradillah et al. (2025), and Kasman et al. (2026) emphasized that active knowledge sharing, digital literacy mentoring, and collaborative learning environments foster student character, motivation, and academic achievement across secondary schools in Indonesia. Furthermore, research by Azis et al. (2026), Handayani et al. (2026), Hermansyah (2026), Lestari et al. (2026), Namirta et al. (2026), and Saleh et al. (2026) underscored that incorporating artificial intelligence, mobile-assisted language learning (MALL), and interactive gamified media dramatically improves pedagogical engagement and vocabulary acquisition. These foundational studies collectively underscore the necessity of a dual-track professional development model that synthesizes digital fluency with human-centric pedagogical values.

Teacher Strategy in Era of Society 5.0

Teacher strategy in the era of Society 5.0 refers to a comprehensive, goal-oriented master plan of instructional decisions and professional behaviors designed to achieve educational objectives efficiently and adaptively. As outlined by Ismunandar & Kurnia (2023), teacher strategies in modern education must embrace lifelong learning frameworks where educators actively seek out new knowledge, upgrade technological skill sets, and participate in collaborative professional networks. Effective teacher strategies transition the learning environment from a traditional teacher-centered model where the educator acts as the sole authoritative repository of knowledge to a student-centered model where students take an active role in constructing knowledge, supported by scaffolding, peer interaction, and digital resources (Munawir et al., 2025).

Teacher professionalism in the Indonesian national education system is formally anchored in Law Number 14 of 2005 concerning Teachers and Lecturers. This legal foundation mandates that professional educators maintain four multidimensional competencies; 1) pedagogical competence, 2) professional competence, 3) social competence, and 4) personal competence. Pedagogical competence emphasizes the design of adaptive lesson plans, application of active learning models such as Problem-Based Learning and Project-Based Learning, and utilization of digital

assessment tools. Professional competence demands comprehensive mastery of academic content, subject-matter structure, and research literature. Social competence pertains to inter-personal communication with students, colleagues, parents, and community members. Personal competence requires moral integrity, strong character, work ethic, and emotional intelligence (Nurdiyanto et al., 2024).

Society 5.0 represents a human-centered societal model that balances economic advancement with the resolution of social problems through a system that highly integrates cyberspace and physical space. While Industry 4.0 prioritized technological automation, big data connection, and cyber-physical production, Society 5.0 shifts the focus back to human quality of life, sustainability, and human-technology synergy (Munawir et al., 2025). When applied to education, Society 5.0 redefines the relationship between technology and human instruction. Technology is leveraged to personalize learning pathways, automate routine administrative tasks, analyze learning analytics, and provide immersive educational experiences through Artificial Intelligence and Cloud Computing. However, the human teacher remains irreplaceable because while AI can generate content, human teachers provide emotional connection, ethical guidance, empathy, and moral character cultivation (Nurdiyanto et al., 2024).

METHOD

Design and Samples

This research utilized a quantitative descriptive survey design conducted at SMK Harapan Al Washliyah Titi Aloban on Thursday, June 11, 2026. The sample of this study consisted of 12 active teachers who were actively engaged in classroom instruction during the 2025/2026 academic year. Total population sampling (census sampling) was employed to include all available faculty members, providing a complete empirical snapshot of teacher professional strategies in the vocational school environment.

Instruments and Procedures

The research data were collected using a structured questionnaire instrument specifically designed to operationalize teacher professionalism strategies across four main indicators, comprising a total of 13 statement items. The functions and item distributions of the instrument were as follows; 1) Digital Adaptation and Literacy (3 items measuring AI utilization for lesson construction, LMS or virtual classroom adoption, and independent educational technology tracking), 2) Pedagogical and Professional Competence Enhancement (4 items measuring attendance in training, workshops, or webinars, implementation of Problem-Based Learning or Project-Based Learning, utilization of digital assessment data, and searching for current scientific journals), 3) Collaboration and Professional Networking (3 items measuring active participation in MGMP/KKG discussions, interdisciplinary teacher collaboration, and digital communication with parents),

and 4) Humanistic Character Reinforcement (3 items measuring integration of digital ethics, fostering student creative thinking, and providing emotional mentoring). The data collection procedure involved distributing the physical questionnaires directly to the teacher respondents at the school location, explaining the response instructions, and collecting the completed forms on the same day.

Data Analysis

Data were analyzed using quantitative descriptive statistical formulas. Response choices were measured on a 4-point Likert scale, where Always (SL) = 4, Often (SR) = 3, Seldom (JR) = 2, and Never (TP) = 1. Percentage scores for each item and indicator were calculated using the standard percentage formula $P = (F / N) * 100\%$, where P represents percentage, F represents total obtained score, and N represents maximum possible score. To interpret the percentage results, the scores were categorized according to the standardized classification scale presented in Table 1.

Table 1. Standardized Percentage Interpretation Categories

Percentage Interval (%)	Qualitative Category
81.00 – 100.00	Very Good (Sangat Baik)
61.00 – 80.00	Good (Baik)
41.00 – 60.00	Fair / Moderate (Cukup)
21.00 – 40.00	Poor (Kurang)
0.00 – 20.00	Very Poor (Sangat Kurang)

RESULT AND DISCUSSION

The results of the empirical survey administered to 12 teacher respondents at SMK Harapan Al Washliyah Titi Aloban on June 11, 2026, yielded comprehensive data regarding the strategies deployed by educators to enhance their professionalism in the era of Society 5.0. The quantitative analysis reveals that overall strategy implementation achieved a composite percentage score of 77.86%, which falls firmly into the 'Good' qualitative category. This high baseline confirms that vocational secondary school educators actively adapt to digital transformation and societal evolution. The empirical data for each item and indicator are detailed in Table 2 and Table 3.

Table 2. Detailed Item-Level Survey Results

No	Indicator Statement Item	Percentage (%)	Category
1	Utilizing Artificial Intelligence (AI) to construct instructional materials	77.08%	Good
2	Utilizing Learning Management Systems (LMS) or virtual classrooms	62.50%	Good
3	Tracking educational technology developments independently	85.42%	Very Good
4	Participating in training, workshops, or scientific webinars	70.83%	Good
5	Implementing Problem-Based Learning (PBL) or Project-Based Learning (PjBL)	75.00%	Good
6	Utilizing digital learning data for student evaluation and reflection	77.08%	Good
7	Searching for current scientific literature or journals as teaching references	81.25%	Very Good
8	Actively participating in MGMP/KKG discussions and best-practice sharing	70.83%	Good
9	Collaborating with peer teachers across different subject disciplines	77.08%	Good
10	Utilizing digital communication media to engage with parents	79.17%	Good
11	Integrating digital ethics and responsible tech use into instruction	85.42%	Very Good
12	Providing opportunities for students to think creatively and innovatively	85.42%	Very Good
13	Providing emotional mentoring to students experiencing learning difficulties	83.33%	Very Good

Table 3. Recapitulation of Survey Results by Indicator Dimension

Strategic Indicator Dimension	Percentage (%)	Qualitative Category
Digital Adaptation and Literacy	75.00%	Good
Pedagogical and Professional Competence Enhancement	76.04%	Good

Collaboration and Professional Networking	75.69%	Good
Humanistic Character Reinforcement	84.72%	Very Good
Overall Composite Average	77.86%	Good

Analysis of Humanistic Character Reinforcement

In explaining the contribution of each finding, the empirical data demonstrate that Humanistic Character Reinforcement achieved the highest percentage score across all measured dimensions, reaching 84.72% ('Very Good'). This finding contributes significantly to global and national educational literature by providing empirical proof that vocational secondary school teachers recognize humanistic empathy, moral mentorship, and character cultivation as the irreplaceable core of education in Society 5.0. While technological advancements automate information retrieval and lesson generation, human teachers remain essential in providing socio-emotional guidance, building moral resilience, and instilling ethical digital citizenship. Within this indicator, Item 11 (integrating digital ethics and responsible technology use) and Item 12 (providing opportunities for students to think creatively and innovatively) both achieved exceptional scores of 85.42% ('Very Good'). Teachers actively mentor students on avoiding plagiarism, protecting personal data, evaluating online information critically, and using digital platforms for creative expression. Furthermore, Item 13 (providing emotional mentoring to students experiencing learning difficulties) scored 83.33% ('Very Good'). This reinforces the theoretical arguments of Ruwaida & Setiasih (2022) and Karim et al. (2023), who established that effective pedagogy in super-smart societies relies on human warmth and empathetic connection to ensure technology empowers rather than alienates learners. Local studies by Kahar et al. (2025) similarly confirm that collaborative and empathetic teacher support directly enhances student character strength and moral stability.

The educational contribution of this humanistic emphasis lies in countering the potential dehumanization of technology-rich learning environments. In a vocational school setting where students are trained for industrial and technical careers, technical skills must be paired with strong soft skills, ethical judgment, and emotional resilience. Teachers at SMK Harapan Al Washliyah Titi Aloban serve as moral anchors who guide students through digital ethical dilemmas. By creating safe, supportive classrooms where creative risk-taking is encouraged and learning difficulties are met with personalized emotional mentorship, teachers enable students to develop intrinsic motivation and lifelong learning confidence. This human-centric foundation ensures that artificial intelligence and digital tools function as instruments of human empowerment rather than mechanisms of impersonal automation.

Furthermore, humanistic character reinforcement in Society 5.0 establishes an essential moral framework for digital interaction. When teachers integrate digital

ethics into daily instruction, students learn to navigate social media, online research tools, and artificial intelligence platforms with heightened critical awareness. This ethical literacy protects students from cyberbullying, misinformation, and academic dishonesty. The high score in Item 12 (85.42%) underscores that vocational teachers actively encourage creative, out-of-the-box thinking, allowing students to design innovative project solutions rather than merely following rigid technical manual steps. Similarly, the strong performance in Item 13 (83.33%) shows that educators maintain a holistic, supportive view of student development, offering one-on-one pastoral guidance to overcome socio-emotional and academic hurdles.

Analysis of Pedagogical and Professional Competence Enhancement

The second highest indicator dimension, Pedagogical and Professional Competence Enhancement, achieved an overall score of 76.04% ('Good'). This finding contributes valuable empirical confirmation that vocational teachers proactively modernize their instructional methodologies to align with modern cognitive and industrial demands. A major highlight within this dimension is Item 7 (searching for current scientific literature or academic journals as teaching references), which reached 81.25% ('Very Good'). This demonstrates a fundamental shift in teacher behavior: educators no longer rely exclusively on static, printed textbooks; instead, they consult open-access academic journals, empirical research, and current scientific publications to enrich lesson content. In classroom application, Item 5 (implementing Problem-Based Learning [PBL] or Project-Based Learning [PjBL]) scored 75.00% ('Good'). PBL and PjBL frameworks immerse vocational students in authentic, industry-relevant problem solving, encouraging critical inquiry and collaborative product development. Item 6 (utilizing digital learning data for student evaluation and reflection) achieved 77.08% ('Good'), showing that teachers increasingly utilize digital quiz analytics, automated grading sheets, and online learning logs to conduct formative diagnostic assessments and refine teaching strategies.

These empirical outcomes corroborate the findings of Ismunandar & Kurnia (2023) and Nurdianto et al. (2024), demonstrating that contemporary educators successfully transition from conventional teacher-centered lectures to evidence-based, data-informed, and student-centered learning environments. However, Item 4 (participating in formal training workshops, seminars, or webinars) recorded 70.83% ('Good'), suggesting that while teachers possess strong willingness to participate in Continuous Professional Development (CPD), structural barriers such as workshop registration costs, time constraints during school hours, and geographical distance occasionally limit their attendance. Institutional leadership must therefore provide dedicated scheduling accommodations and financial subsidies to support faculty development.

The integration of research literature into daily teaching practice elevates the intellectual quality of vocational instruction. When vocational teachers incorporate current empirical research into their lesson plans, students are exposed to contemporary industry standards, emerging technological trends, and rigorous

analytical frameworks. Furthermore, utilizing digital learning analytics for formative evaluation enables teachers to identify specific learning gaps in real time, allowing for targeted scaffolding and personalized remediation. This data-informed pedagogical approach directly enhances instructional effectiveness and student academic achievement, validating the core tenets of professional teacher competency mandated by Indonesian educational law.

Additionally, the implementation of Problem-Based Learning (75.00%) transforms the vocational classroom from a passive listening environment into an active problem-solving lab. Students are confronted with authentic technical scenarios that require collaborative analysis, hypothesis testing, and practical execution. This methodology mirrors real-world workplace environments, equipping graduates with adaptability and complex reasoning skills. The systematic use of digital evaluation data (77.08%) further reinforces teacher reflective practice, enabling educators to evaluate whether specific instructional strategies successfully achieved learning objectives or require pedagogical modification.

Analysis of Collaboration and Professional Networking

The third dimension, Collaboration and Professional Networking, scored 75.69% ('Good'), contributing important insights into how social competence and professional learning communities sustain educational transformation. Item 10 (utilizing digital communication media to engage with parents) achieved the highest score in this category at 79.17% ('Good'). Teachers utilize messaging platforms (such as WhatsApp group networks, digital report cards, and virtual parent conferences) to establish transparent, real-time home-school communication regarding student attendance, academic progress, and behavioral growth. Item 9 (collaborating with peer teachers across different subject disciplines) reached 77.08% ('Good'). Interdisciplinary collaboration allows teachers to integrate technical vocational subjects with foundational Indonesian language communication and digital skills, producing comprehensive learning projects.

Item 8 (actively participating in Subject Teacher Consultation Forums [MGMP/KKG]) recorded 70.83% ('Good'). While teachers recognize MGMP as a vital platform for exchanging best practices, aligning curricula, and co-designing assessment instruments, logistical challenges such as coordinating inter-school meeting schedules occasionally diminish participation frequency. Strengthening local MGMP clusters through virtual forums and peer coaching networks, as highlighted by Munawir et al. (2025) and Kasman et al. (2026), represents a critical step toward institutionalizing teacher collaboration.

The contribution of interdisciplinary teacher collaboration is particularly vital in vocational education. Vocational students require a seamless synthesis between technical industrial skills and general communicative competence. When language teachers collaborate with vocational subject teachers to design joint project assignments—such as writing technical operation manuals, conducting oral project presentations, or drafting business proposals—students experience authentic,

contextualized learning. Furthermore, active digital communication with parents establishes a strong, supportive triangular partnership between school, home, and student, reinforcing academic accountability and socio-emotional well-being.

Building robust professional networks also fosters collective teacher efficacy. When educators share instructional materials, discuss classroom management challenges, and engage in peer lesson observations within MGMP communities, they reduce professional isolation. Collaborative reflection encourages teachers to experiment with innovative teaching methods, refine assessment tools, and align instructional practices with broader national curriculum standards. By leveraging digital communication platforms for inter-teacher dialogue and parental engagement, educators create an inclusive educational ecosystem that supports holistic student growth.

Analysis of Digital Adaptation and Literacy

The fourth dimension, Digital Adaptation and Literacy, achieved an overall score of 75.00% ('Good'), revealing a crucial dual pattern that contributes a key diagnostic model for educational administrators. On one hand, Item 3 (tracking educational technology developments independently) achieved an outstanding 85.42% ('Very Good'), proving that individual teachers possess high self-efficacy, curiosity, and personal initiative regarding emerging educational technologies. Furthermore, Item 1 (utilizing Artificial Intelligence tools to construct instructional materials) scored 77.08% ('Good'). Teachers actively leverage generative AI models (such as ChatGPT, Claude, and automated quiz generators) to draft lesson plans, generate context-specific reading materials, design assessment rubrics, and differentiate learning content. This aligns with recent research by Handayani et al. (2026), Rahimi (2023), and Alghasab (2022), which demonstrated that AI integration dramatically enhances instructional efficiency and resource generation.

On the other hand, Item 2 (utilizing Learning Management Systems [LMS] or virtual classrooms) registered the lowest individual score in the entire survey at 62.50% ('Good'). Field observations explain this divergence: while individual teachers exhibit strong personal digital literacy and AI willingness, formal LMS adoption (e.g., Google Classroom, Moodle, or Canvas) is heavily constrained by institutional factors, including inconsistent campus Wi-Fi bandwidth, student device limitations, and a lack of standardized school-wide LMS operational protocols. This contribution emphasizes that individual digital readiness cannot achieve full educational impact unless accompanied by robust institutional infrastructure and formal digital administrative policy.

This diagnostic insight highlights the fundamental difference between individual teacher agency and institutional infrastructure readiness. While individual educators actively seek out AI tools and educational applications to streamline lesson preparation, the systemic integration of blended learning platforms requires school management to invest in enterprise-grade digital infrastructure, high-speed

internet connectivity, and comprehensive faculty technical training. Bridging this institutional gap is essential to transform individual digital enthusiasm into systematic, sustainable institutional digital transformation.

The adoption of artificial intelligence in lesson preparation (77.08%) marks a significant technological milestone for vocational educators. Generative AI tools assist teachers in personalizing reading texts, creating differentiated practice worksheets, and generating complex vocational case studies in a fraction of the time required by manual preparation. However, to maximize the pedagogical benefits of AI, teachers must be trained in advanced prompt engineering, critical content verification, and data privacy protection. Overcoming the LMS bottleneck (62.50%) through targeted infrastructure upgrades will enable teachers to seamlessly deploy AI-generated resources into structured virtual classrooms, establishing an integrated digital learning environment.

The empirical findings regarding digital adaptation and active learning further resonate with broader language education and instructional technology research. Studies by Azis et al. (2026), Lestari et al. (2026), and Saleh et al. (2026) demonstrated that integrating mobile-assisted language learning (MALL) and gamified digital media (such as Wordwall and Educandy) significantly increases student learning motivation, active participation, and vocabulary acquisition. Similarly, research by Hermansyah (2026) and Namirta et al. (2026) showed that creative, interactive instructional techniques such as picture-based dictation and digital storytelling substantially improve student writing skills and narrative coherence. When vocational teachers combine these interactive digital media tools with systematic grammar and error analysis (Hikmah et al., 2025; Faradillah et al., 2025), they create a rigorous, engaging, and multi-sensory learning environment that fulfills the holistic demands of Society 5.0.

Furthermore, collaborative writing practices and peer feedback mechanisms explored by Storch (2020) and Zhang (2021) reinforce the value of social interaction in cognitive skill development. When students engage in collaborative group activities supported by digital tools, they negotiate meaning, pool cognitive resources, and develop critical reflective capacities. By integrating these interactive pedagogical strategies into vocational education, teachers at SMK Harapan Al Washliyah Titi Aloban cultivate both technical proficiency and essential 21st-century soft skills, preparing graduates to succeed in an increasingly complex, technology-driven global society.

The convergence of interactive digital media, artificial intelligence, and collaborative active learning models represents a powerful pedagogical paradigm for vocational education. By adopting gamified platforms like Wordwall or Educandy for formative vocabulary drills, teachers stimulate cognitive engagement and maintain high learner interest. When combined with project-based writing and dictation tasks, students refine their technical expression and communicative precision. This multi-layered instructional strategy demonstrates that teacher professionalism in Society 5.0 is characterized by pedagogical agility the ability to

weave together technological innovation, collaborative learning structures, and humanistic socio-emotional support into a cohesive, impactful educational experience.

CONCLUSION

Based on the research results, it can be concluded that teachers at SMK Harapan Al Washliyah Titi Aloban have implemented effective strategies to enhance professionalism in the era of Society 5.0, achieving an overall performance score of 77.86% ('Good'). The highest implementation was observed in Humanistic Character Reinforcement (84.72% - 'Very Good'), demonstrating a deep commitment to emotional mentorship, student creativity, and digital ethics. Pedagogical and professional enhancement (76.04%), collaboration and networking (75.69%), and digital literacy (75.00%) all demonstrated solid implementation. The primary area requiring strategic improvement is formal LMS adoption (62.50%), which necessitates targeted school infrastructure investment and standardized training protocols. These findings contribute a valuable empirical model for vocational school leadership and educational policymakers seeking to balance digital innovation with human-centered teaching in Society 5.0.

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