



The Urgency of Increasing Teacher Vocational Competence in the Era of Society 5.0

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Abstract

Increasing the competence of vocational education teachers is an urgent need. This will ensure that vocational education can provide maximum benefits for students and align with the dynamics of the ever-evolving world of work. Data was collected using systematic literature method. The results of the study show that the urgency of the vocational competence of teachers in the era of society era 5.0 is very important and studies are needed to improve it. Overall, the urgency of improving teacher vocational competence in the current era is closely related to preparing students to contribute to the changing world of work and improving the quality of vocational education as a whole. By increasing the qualifications and knowledge of teachers in the vocational field, we can ensure that the education provided matches the demands of the labor market and produces students who are ready for the future. Some of the skills that teachers must have in this era include digital skills, adaptive skills, critical and creative thinking skills, multicultural skills, skills in implementing Teaching Factory in the learning process, collaboration and emotional social skills. Society Era 5.0 provides significant benefits for the realm of vocational education. In this era, digital technologies such as artificial intelligence (AI) and the Internet of Things (IoT) can be used in the vocational learning process. Technology-based learning systems enable more interactive and realistic practical experiences, through simulation and virtualization. This shows that more efforts are being made to develop vocational teacher competencies, especially for vocational education concept competencies.

Keywords: *Competency Improvement, Vocational Teachers, Society Era 5.0*

INTRODUCTION

To meet the demands of the times and produce graduates who are ready to work, increasing the competency of vocational education teachers is an urgent need. This will ensure that vocational education can provide maximum benefits for students and align with the dynamics of the world of work that continues to evolve (Asri, 2021).

The need for curriculum renewal in an era dominated by technological developments and global changes, the vocational curriculum must continue to be updated to match the demands of the world

of work (Susilo, 2018). Vocational teachers must have an in-depth understanding of the latest industry trends and the skills required, so that they can teach relevant material to students (Simanjuntak, 2019).

The lack of adequate qualifications and training available means that vocational teachers face difficulties in obtaining the advanced training necessary to develop and update their knowledge and skills. In this era of globalization, vocational teachers need to have a broad understanding of technological developments, innovative teaching methods, end relationships with the world of work (Wardina, 2019). With a

good relationship or cooperation between the school and a strong world of work, SMK schools can align their curriculum with the demands of the world of work, ensuring that students and teachers are trained with the latest skills and knowledge

The challenge of the 21st century is how to integrate technology in learning which is characterized by the rapid use of technology (Fricitarani A. H., 2023). In this case vocational teachers must be able to integrate various tools and technological applications in their learning.

However, not all vocational teachers have sufficient technological understanding and skills to use them effectively. Also, the lack of access to the necessary hardware and software can be a barrier in adopting technology in the classroom (uara, 2019).

This is in line with the opinion of previous research (Verawardina, 2018). Given the shift in the job paradigm and role of vocational teachers in an era of rapid economic growth and a changing job market, vocational teachers are now expected to not only knowledge and skills, but also help students develop creativity, problem solving, teamwork, and other relevant skills. World of work This change requires a broader role for vocational teachers and adjustments in traditional teaching methods (Lase, 2019).

Vocational education is often considered a less prestigious option compared to General Education (Muhammad M. &., 2015). This can result in a lack of student interest in entering vocational education, as well as having an impact on the motivation of vocational teachers. The importance of vocational education in economic development and preparation of a qualified workforce must be recognized, and efforts must be made to change these negative perceptions (Pribadi, 2023).

One of the problems of teachers is that teachers do not receive competency improvement training, challenges to technology integration, changes in the paradigm of work and the role of vocational

teachers, and changes in perceptions of vocational education. Overcoming this problem will require collaboration between the government, vocational education, the world of work, and society to improve the quality of vocational education and support vocational teachers in facing the demands of an ever-evolving era (Meditama, 2021).

The skills that are needed by vocational teachers in the 21st century, teachers must be able to think critically and creatively, meaning that teachers in this era need to encourage students to develop critical and creative thinking skills. They must be able to design tasks and activities that encourage students to think analytically, solve problems, innovate, and develop new ideas creatively. Qualified teachers will help students develop these skills through providing challenges, providing feedback, and using learning approaches that promote active student engagement (ELIZA, 2019).

Competences that are also needed by teachers at this time are multicultural competencies which play a role in increasing diversity in the population (Supriatin, mplementasi pendidikan multikultural dalam praktik pendidikan di Indonesia, 2017). Students need teachers who have competence multicultural. Teachers need to understand and respect the cultural background, religion, and values of students (Munadlir, 2016). Teachers must be able to create an inclusive environment that embraces all students, maintains social justice, and facilitates positive interactions between different groups of students. This competency includes an understanding of multicultural values, sensitivity to individual needs, and effective communication skills across cultures (Supriatin, Implementasi pendidikan multikultural dalam praktik pendidikan di Indonesia, 2017).

Equally important competencies that must be owned by teachers in the current era, namely teachers must be able to collaborate and have Social Emotional skills (Ulfah, 2022). Today's teachers also

need to have high collaborative skills. They must be able to work in teams with other teachers, collaborate with parents, and foster positive relationships with students. The ability to build mutually supportive relationships, communicate well, and facilitate effective collaboration is an important part of today's teacher competency. In addition, teachers need to support the development of students' social-emotional skills so that they can become individuals who can adapt, overcome challenges, and have good well-being.

1.1. Factors that affect the improvement of Vocational Teacher competence

In the era of the 21st century, there are several problems faced by vocational teachers. Technological developments in the current era have a great impact on vocational education, in the context of learning the competencies needed include: learning and skills, digital literacy skills, and career and life skills. All of these things are really needed in the current era and need to be maximized in teacher competence (Sudira, 2018).



Gambar 1. Core Subject 21st Century Skills

Other factors that influence the competence of vocational teachers are first is the need for curriculum renewal. In an era dominated by technological developments and job changes, the vocational curriculum must be continuously updated to suit the demands of industry needs (Sulistiyanto, 2021).

Second lack of availability of adequate qualifications and training. In this era of globalization, vocational teachers need to have a broad understanding of technological developments, innovative

teaching methods, and industrial relations (Da Silva, 2019).

Third, challenges in integrating technology in teaching. The 21st century is characterized by rapid technology adoption, and vocational teachers must be able to integrate various technological tools and applications in their learning. In fact, there are still many vocational school teachers today who have not maximized in mastering technology to facilitate the development of technology itself to students, so it is necessary to increase teacher competence through upskilling and reskilling (Büchi, 2020). So that there is a change in the competence of teachers in facilitating students to learn who will adopt technology in the classroom.

Fourth, changing the paradigm of work and the role of vocational teachers. In an era of rapid economic growth and a changing job market, vocational teachers are now expected to not only impart knowledge and skills, but also help students develop creativity, problem solving, teamwork and other skills relevant to the world of work (Shahin, 2020). These changes require a broader role for vocational teachers and adjustments in traditional teaching methods.

Fifth, changes in perception and stigma towards vocational education. Vocational education is often seen as a less prestigious option than academic education. (Yuara, 2019).

Important Factors Underlying the Improvement of Vocational Teacher Competence

Increasing the current teacher's vocational competence, vocational education can become more adaptive, relevant, and effective in preparing students for a changing future, this is in line with the opinion (Suyanto, 2013). There are several factors that underlie the importance of increasing the competence of vocational teachers, namely. 1. Meet the needs of the labor market. In the current era, global economic and technological challenges

change the needs of the job market (Muhammad Y. , 2018). Teachers with strong vocational competencies can help students acquire skills that are relevant and needed by the world of work. 2. Strengthen the quality of vocational education. Improved vocational competence of teachers enables them to provide quality and relevant teaching (Nasir, 2018) . Teachers who have a deep understanding of the vocational field they teach can develop more effective and meaningful learning programs. 3. Connecting the world of education and industry. Increasing teacher vocational competence can help build bridges between the world of education and industry (Eliza, 2019). Teachers who have up-to-date knowledge of industry trends and market needs can integrate industry best practices into their coursework, so students are ready to enter the workforce. 4. Increase the competitiveness of students. Vocational education that is controlled by skilled teachers can help students be more directly prepared to enter the world of work or continue their education to a higher level (Ahyanuardi, 2022). Teachers' vocational competence enables them to provide the appropriate guidance and support needed by students to achieve success in the workforce. 5. Facing future challenges. Technological developments such as artificial intelligence, automation, and digitization are affecting the world of work. Teachers with up-to-date vocational competencies can help students develop relevant skills to face these challenges (Afrina, 2018). They can also help students understand the changes taking place in the world of work and provide the right direction on available career paths.

RESEARCH METHODS

This study used a qualitative descriptive approach and systematic literature review using explicit methodology to compile all relevant evidence in accordance with specified eligibility criteria

So that all data obtained through a qualitative approach through scientific studies on relevant articles and sources. This is done to find out how the results of the urgency of teacher competence in vocational education in the era of society 5.0, where today we are aware that technological developments and the progress of the times have greatly influenced the pattern of life and order in the realm of education itself. In line with opinions related to scientific literature, theories and scientific literature can be used to find relevant solutions to existing problems as references in research. data analysis is inductive or qualitative, and the results of this study emphasize meaning rather than generalization (Yusuf M. , 2017). The data are studied qualitatively to produce an analysis that can be interpreted and drawn conclusions and provide suggestions for problems.

RESULTS AND DISCUSSION

Teacher competence can be defined as a combination of knowledge, skills, attitudes, and a continuous learning cycle possessed by a teacher to carry out his professional duties effectively (M, 2014). This covers various aspects, including academic knowledge in the field being taught, the ability to manage classes and interpersonal relationships with students, proficiency in designing and delivering learning materials, consideration of ethics and values in education, and the ability to adapt to changing educational and technological developments. constantly changing (Catts, 2011).

The definition of teacher competency also includes an understanding of learning principles and theories, knowledge of effective teaching and assessment strategies, skills in building a learning environment that is inclusive and supportive of all students, and the ability to collaborate with colleagues, parents, and other related parties. In addition, teacher competence also includes a positive attitude towards the profession, including a strong

motivation to engage in continuous professional development, reflection on teaching practices and a willingness to make continuous improvements (Bagou, 2020).

In practice, teacher competence is measured through various evaluation instruments, such as performance appraisals, class observations, portfolios, or tests of knowledge and skills (Sylvia, 2019). Improving teacher competence is an ongoing effort to develop their knowledge, skills and attitudes so that they can provide high-quality teaching and support students' holistic development.

Reasons for Vocational Teacher Competence Improvement

Efforts to improve the competence of vocational teachers, we can build quality vocational education, increase student readiness for the world of work, and make a better contribution to economic development (Savitri, 2019) (Ghufon, 2018). Improving teacher vocational competence is very important in the current era for the following reasons.

- a. Meet the needs of the labor market. In the current era, global economic and technological challenges change the needs of the job market. Teachers with strong vocational competencies can help students acquire skills that are relevant and needed by the world of work.
- b. Strengthening the quality of vocational education. Enhanced vocational competence of teachers enables them to provide quality and relevant teaching.
- c. Connecting the world of education and the world of work. Improving teachers' vocational competence can help build bridges between education and industry. Teachers who have up-to-date knowledge of industry trends and market needs can integrate industry best practices into their learning programs, so that students are ready to enter the workforce.
- d. Linking the world of education and the world of work. Increasing teacher vocational competence can help build bridges between the world of education and industry.
- e. Increase student competitiveness. Vocational education that is controlled by skilled teachers can help students be more directly prepared to enter the world of work or continue their education to a higher level..
- f. Respond to the needs of the labor market. Increasing the vocational competence of teachers is very important to answer the needs of the rapidly developing labor market. Teachers who have a deep understanding of the demands and requirements of the industry can identify skills that should be taught to students to prepare them for a changing world of work
- g. Reducing the gap between education and work. The gap between education and work can hinder students' progress in entering the world of work. Teachers with enhanced vocational competencies can help close this gap by effectively preparing students for the technical and practical skills needed in the world of work
- h. Improving teaching quality. Increasing teacher vocational competence also has a positive impact on the overall quality of teaching. Teachers who are skilled in the vocational field are able to design and deliver learning materials in an interesting and relevant way. They can also use innovative learning methods and the latest technology to increase the effectiveness of their teaching..
- i. Encouraging the development of teacher professionalism. Improving the vocational competence of teachers continuously encourages the development of professionalism in the education profession. Teachers who seek to improve their qualifications and knowledge show a determination to provide the best education to their students. It can also increase teachers'

motivation and strengthen their pride in their work.

- j. Keep up with the latest developments. In the current era, developments in technology and industry are taking place very quickly. Improvement of teachers' vocational competence ensures that they remain relevant and gain an understanding of the latest developments in their field. Thus, they can provide teaching that is up-to-date and in accordance with today's needs.

With current teacher vocational competency improvements. Skilled and evolving teachers bring innovation into the classroom, enrich teaching methods, and integrate the latest technology to provide a more immersive and applicable learning experience for students. Thus, vocational education is not only a preparation for career but also a foundation for holistic understanding and adaptability of students in the midst of rapid changes in the world of work (Buasuwan, 2018) (Ningsih, 2021).

Vocational education orientation is an approach in education that focuses on developing practical skills and work skills that are relevant to the world of industry or a particular job. The emphasis is on the direct application of acquired knowledge and skills, as well as on preparing students to be directly involved work environment after completing an educational program at school.

Vocational education usually involves a combination of theoretical and practical learning (Dewi K. C., 2019). Students don't just learn through books and lessons in students do not only learn through books and lessons in class, but also through hands-on practice in the field or in simulation facilities. They learn by doing and engage in tasks similar to the jobs they will do after graduation.

In addition, the vocational education orientation also focuses on developing soft skills, such as communication skills, teamwork, problem solving, and time management skills. Vocational education

aims to equip students with skills that can help them succeed in the workplace.

At the end of the vocational education program, students are expected to have the appropriate knowledge and skills to enter the chosen job market. They can immediately apply what they learn and contribute productively at work, or they can continue their education in a more specialized or advanced field. Vocational education orientation has the advantage of reducing the gap between the world of education and the world of work. With this approach, students can obtain education that is relevant to current industry needs, so that they are better prepared to enter the job market and contribute their skills (Hang, 2018).

The main things that need to be considered in the orientation of vocational education are like how industry relevance. This focuses on how education (Intan, 2022). Vocational programs are usually designed with input from industry to ensure the skills and knowledge taught match the needs of the job market. Furthermore, important matters related to internships and work practice, Vocational education programs often involve apprenticeships or practical work in related industry (Puryati, 2019). This provides an opportunity for students to gain practical experience in a real workplace, expand professional networks, and apply the knowledge they have learned in a real work environment.

Furthermore, the main things that must be owned by the teacher are certifications and licenses, it emphasizes vocational education whose orientation is often related to professional certification and licenses (Yusuf A. R., 2018). After completing the vocational program, students can take certification exams to gain official recognition of their skills and competencies. This certification can enhance students' career opportunities as well as give potential employers confidence. So from this it is necessary to increase teacher competence

Vocational education whose competence is recognized by certain institutions can be obtained through training, training, courses or other institutions that are authorized to grant competency licenses to teachers. Furthermore, the main thing that must be considered by teachers in vocational education is existence career opportunity, Vocational education opens the door to career opportunities right after graduation (Basri, 2019). Vocational program graduates possess skills that are highly sought after by certain industries, such as engineering, healthcare, hospitality, information technology, and more. They have an advantage in entering the job market and can pursue fulfilling careers. Finally, vocational education teachers must be able to implement life-long learning, vocational education orientation also promotes lifelong learning. Continuously developing and keeping abreast of industry developments is an important aspect in a constantly changing world of work. Students who have completed vocational programs are encouraged to continue improving their skills and take further training to keep abreast of technological developments and industry trends (Fricticarani A. H., 2023).

Vocational education orientation provides practice-oriented education, relevant to the world of work, and thoroughly prepares students for success in their chosen field of work. It is a valuable alternative for students who wish to acquire practical skills that can be immediately applied in the workplace.

Factors that become the Urgency of Teacher Competency Improvement

Increasing the competence of teachers in vocational education with the aim of ensuring better and more relevant education, and preparing the younger generation for success in their careers in the world of work which includes the reasons that vocational education teachers must have special skills, be able to prepare for a

career, have links with industry or the world of work, have motivation and inspiration and meet the needs of the workforce (Jeon, 2017) (Susanti, 2020). The factors in the urgency of increasing the competence of vocational education teachers can be described as follows:

- a. Evolution of the needs of the labor market. Technological developments and economic changes have rapidly changed the needs of the job market. The demand for relevant vocational skills is growing. Competence-enhanced vocational education teachers can ensure that their students acquire skills appropriate to industry needs.
- b. Increasing complexity of work. Jobs in the vocational field are increasingly complex and constantly changing. Vocational education teachers must be capable keep up with the latest developments and understand the evolving skills requirements in the industry. Enhanced teacher competency will enable them to teach relevant material and prepare students with the skills needed in the world of work.
- c. Responding to industry needs. Industry requires a skilled and work-ready workforce. Highly competent vocational education teachers can understand industry requirements and teach appropriate skills to their students. This helps narrow the gap between education and the world of work, so that students are ready to contribute in the workplace.
- d. Increase the relevance of vocational education. In an effort to improve the quality of vocational education, teacher competency is an important factor. Teachers who are competent in the vocational field can design more relevant learning programs, introduce the latest technology and learning methods, and provide students with practical experiences. This helps increase students' interest and motivation and the relevance of vocational education in their lives.

- e. Become a leader in vocational education. Vocational education teachers who have high competence can become leaders in curriculum development, teacher training, and vocational education innovation. They can play a role in strengthening links and partnerships with industry, as well as contributing to the development of relevant vocational education policies.

(Al-Maskari, 2022) Teacher competence in vocational education can be seen from expertise and experience, orientation to practical applications, connections with industry, flexibility and adaptability, focus on skills development, project-based learning, knowing students individually as well as communication and collaboration (Irwanto I. , 2019).

Table 1. General Characteristics of Vocational Teacher Competency

Characteristics	Competence
Have expertise and experience	Specific Skills
	Teaching Ability
	Practical Skills
	Classroom Management Skills
	Update on Industrial Developments
	Communication Skills
Oriented to practical applications	Understand the Purpose of Use of practical applications
	Able to prepare materials and resources
	Solving Problems
	Do Evaluation and Feedback
Having Connections with Industry	Technical skills and knowledge
	Have Experience with industry
Flexibility and Adaptability	Integrate experience with real life
	Preparing student

	career paths
	Ability to adapt changes to situations
	Ability to Overcome Challenges and problems
	Critical and Analytical Thinking Ability
Focus on development and skills	Collaboration Ability
	Continuous self-development
	Ability to learn self-development
	Ability to identify needs
Project based learning	Ability to plan and execute programs
	Ability to evaluate program effectiveness
	Ability to design projects
	Ability to facilitate students
Communication and Collaborative	Ability to evaluate the results of project projects
	Ability to integrate project projects
	Ability to communicate clearly and effectively
	Ability to listen actively and empathetically

Vocational teachers must have expertise and experience, in the sense that a vocational teacher usually has relevant expertise and experience in a particular vocational or technical field. They have in depth knowledge and practical skills in these disciplines. As for some of the expertise that supports this competency, namely expertise in the specification field, vocational teachers should have in-depth knowledge and skills in certain vocational fields, such as culinary, fashion, automotive engineering, information and

communication technology. , and many others. They have a deep understanding of the subject matter and current practices in the industry concerned. Ability to teach that vocational teachers must have good teaching skills (Irwanto I. , 2020). They must be able to design relevant and interesting learning experiences for vocational students. This teacher should too can tailor curricula to suit industry needs and ensure that students acquire relevant skills.

Vocational education programs often involve apprenticeships or practical work in related industries. This provides an opportunity for students to gain practical experience in a real workplace, expand professional networks, and apply the knowledge they have learned in a real work environment. Vocational education orientation is often related to professional certification and licensure. After completing the vocational program, students can take certification exams to gain official recognition of their skills and competencies. This certification can enhance students' career opportunities as well as give potential employers confidence. Vocational education opens the door to career opportunities right after graduation. Vocational program graduates possess skills that are highly sought after by certain industries, such as engineering, healthcare, hospitality, information technology, and more. They have an advantage in entering the job market and can pursue fulfilling careers

In the vocational era, the teaching method commonly used by vocational teachers is project-based learning, where students are involved in practical projects that reflect the real world. (Kohler, 2016). Thus, students can actively develop their skills and knowledge through direct experience. Because vocational teachers have good communication skills and encourage collaboration between students. They facilitate discussion, questioning, and collaboration in class to enhance student understanding and skill development

Society Era 5.0 in the Vocational Education era

In the era of Society 5.0, where technology develops rapidly and dominates almost every aspect of life, education needs to be adapted so that it is relevant to the changing needs of society and the world of work. The of society era 5.0 in line with the implementation of 21st century skills is generally understood to cover a wide range of competencies, including critical thinking, problem solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness (C, 2010) (Gleason, 2018).

In addition, the idea of the teacher as learner calls us to define what we think the teacher needs to know. An increasingly globalized and complex world has spurred a movement toward a diverse range of skills that fall under the 21st century label. Most frameworks focus on different types of higher-order skills such as complex thinking, communication, collaboration, and creativity as 4C. These skills are increasingly being recognized as the gold standard for student abilities, as well as a requirement for meeting the demands of success in work and life (Voogt J. E., 2013). Therefore, if what students have to learn needs to go beyond rote memorization, then there needs to be a concurrent shift in teacher pedagogy to suit it. 21st century teachers need to know not only how to use practice but also when to use practice to achieve their goals with students in a variety of contexts. This requires teachers to have deeper knowledge of how to deal with diverse learners and more refined diagnostic skills to inform their decisions. The ability to communicate in such a complex environment requires a constant flow and adjustment of information and a skilled teacher must be good at managing the flow of class discussion on its ebb.

21st century skills are a well-accepted construct in the world of international education policy that refers to higher-level cognitive, interpersonal,

and intrapersonal skills, seen as increasingly relevant to public education in the global economy (Voogt J. &, 2012). The 21st Century outlines seven core skills supported by the use of ICT: technical, information management, communication, collaboration, creativity, critical thinking, and problem solving. These skills are very basic for carrying out tasks in various jobs including in the realm of education and the implementation of technology learning models in the era of society era 5.0.

Utilization of society era 5.0 in education and learning educational institutions, namely the use of technology in teaching such as e-learning, augmented reality (AR), and virtual reality (VR) to create a more interactive and personal learning experience (Sari, 2020). There are also several examples of implementation in Society era 5.0 in other fields such as smart cities, namely applying technology to optimize urban governance, transportation, energy and other infrastructure so as to create a more comfortable, efficient and sustainable life. In essence, Society era 5.0 aims to achieve harmony between technological progress and human quality of life. This concept strives for a society that promotes positive change by wisely utilizing the potential of technology to achieve social welfare, environmental sustainability, and inclusiveness for all levels of society. In line with these developments, it will certainly affect developments in the field of education, especially in the implementation of the curriculum that will be used in schools, it must refer to changing times and technological advances in order to align the times with human ability to adapt to these developments.

Society era 5.0 encourages the integration of digital technology in vocational learning to increase the relevance, efficiency and effectiveness of vocational education (Huda, 2022) (Dewi K. C., 2019). In the era of Vocational

Education in Society era 5.0, there are several changes that can occur:

- a. Relevant curriculum. Vocational education curricula will be enhanced to include skills and knowledge appropriate to the needs of the future labor market. This will involve applying technologies such as artificial intelligence, virtual reality, or interactive simulations to provide practical experiences that support understanding of vocational concepts and skills.
- b. Project based learning. The project-based learning approach will be enhanced in Vocational Education. Students will work on real projects that are relevant to the industrial world. Digital technology can be used to connect students with industry stakeholders, get real-time feedback, and improve collaboration between students.
- c. Online and distance learning. Digital technology will play an important role in the provision of online or remote vocational education. Digital learning platforms, virtual classes and tools collaborative tools will be used to provide access to vocational education to those in remote or hard-to-reach areas.
- d. Digital skills development Society era 5.0 will emphasize digital skills development as an important future prospect. Vocational education will focus on digital skills training which includes computer programming, data analysis, graphic design, or artificial intelligence, to equip students with relevant skills in an increasingly digitally connected work environment.

It is important to note that the implementation of Society era 5.0 in vocational education will require adequate infrastructure support, training for teachers as well as close collaboration between educational institutions, the world of work and the government to achieve this goal. In the context of Society era 5.0, vocational education also benefits from the development of collaborative digital platforms. Students can engage in

collaborative projects with fellow students and instructors from a variety of backgrounds. This broadens their social network and enriches the learning experience. In addition, technology also provides access to online learning resources, online courses, and e-learning platforms that encourage lifelong learning. This is reinforced suggesting that it is possible individuals to continuously upgrade their skills, keep up with industry trends, and adapt to rapid changes. Overall, the era of Society era 5.0 brings innovation in vocational education, increases learning effectiveness, prepares students for an increasingly complex world of work, and opens up wider opportunities for career success in vocational education, this was stated in writing (Winangun, 2017). So it can be seen that in the context of Society era 5.0, there is a shift towards a digitally connected society, where collaboration and exchange of information becomes more important. In vocational education, the development of collaborative digital platforms provides significant benefits (Alvendri, 2023).

Oriented towards the progress of Society era 5.0, education is expected to improve the quality of learning, help students develop skills relevant to the world of work, and prepare them to become members of society who play an active role in the digital era. By receiving up-to-date training, teachers can hone their technology skills, understand educational innovations, and integrate technology effectively into the curriculum. With a combination of adequate training, educational institution support, and solid collaboration, teachers can effectively integrate technology in learning, create engaging learning experiences, and provide maximum benefits for student development in this digital era so as to integrate technology in education effectively and benefit students.

Teachers must keep their skills in sync with technological developments and

educational trends. They need to attend relevant professional training and development to update their knowledge and skills as technology develops. In the midst of rapid digitalization utilizing digital tools and platforms, teachers can create dynamic evaluations, present contextual challenges, and measure students' adaptability to technological developments. Through this approach, teachers can effectively measure and improve the effectiveness of learning in the digital age, ensuring that education remains relevant and provides optimal benefits for student development. They must understand how to measure and analyze the impact of using technology in achieving learning goals. In the digitalization era, the role of the teacher has changed significantly. They should move away from traditional approaches to more inclusive and collaborative approaches (Ma, 2018). Now, teachers are also learning facilitators, supporting students in developing digital skills, and integrating technology in the learning process (Surani, 2019). For this reason, teachers need to develop digital skills to understand and use technology well. They must master relevant digital tools and applications and understand how to use them in the learning process.

CONCLUSION

Increasing the competence of vocational education teachers is an urgent need. This will ensure that vocational education can provide maximum benefits for students and align with the dynamics of the evolving world of work. The results of the study show that the urgency of vocational competence of teachers in the era of society 5.0 is very important and there needs to be a study in improving it. Overall, the urgency of improving teachers' vocational competence in the current era is closely related to preparing students to contribute to the ever-changing world of work and improve the overall quality of vocational education.

Some of the skills that teachers must have in this era include digital skills, adaptation skills, critical and creative thinking skills, multicultural skills, skills to implement Tefa in the learning process, collaboration and social emotional skills. The Society era 5.0 provides significant benefits for the realm of vocational education. The Society era 5.0 encourages the integration of digital technology in vocational learning to increase the relevance, efficiency, and effectiveness of vocational education. Vocational education teachers must maintain their skills in line with technological developments and educational trends based on 21st century skills based on social-emotional competencies and competencies that support professionalism in carrying out the role of educators in vocational schools.

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