Educational Supervision in the Era of Society 5.0

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Abstract. The lack of human resources in Indonesian education, especially the lack of professional educators and teachers to carry out the work, may be the reason for the country's low level of education. One way to improve the quality of education is the professionalization or pedagogical supervision of teachers. Supervision using a variety of methods can help address and improve educational problems by supporting, monitoring, guiding, and guiding educators to professionalism. The goal is to improve education and address related issues. Instructional supervision assists teachers in developing lesson plans that lead to desired learning outcomes. Supervision is an integral part of efforts to improve learning outcomes and teacher quality. Supervision or supervision is an attempt to serve education, especially teachers. Educational oversight is also the process of managing and evaluating all educational activities to ensure that they are carried out as planned. At the same time, it serves as a means of improving and correcting any deviations that may prevent you from achieving your goals. The aim is to investigate pedagogical oversight to enhance teacher professionalism. This article was written using a literature review methodology that includes a variety of literature sources related to research material management, reading and notation, and information gathering techniques. Some information is based on research studies.

Keywords: supervision; education; society 5.0

INTRODUCTION

Education is a conscious effort aimed at achieving a predetermined goal. The purpose of education is to develop excellent human resources. Learning at school is one of the efforts to improve the standard of human resources.

Teachers are part of the workforce that requires continued training and development to improve the quality of education. Pre-vocational and departmental programs help prepare teachers for the teaching profession. Not all institutionally trained teachers are competent and well trained. Potential resources for carrying out tasks according to the competence and authority of teachers must be continually expanded and strengthened. In addition, the speed of change motivates teachers to continue teaching.

It is not easy to create the ideal conditions for teachers to develop their professional skills based on the Local Autonomy Ordinance. This is because the acquisition of educational skills depends on the cooperation of various elements of the educational system. Thus, the interrelationships of the various educational elements are reflected in the proposed learning paradigms of learning to know, learning to do, learning to live together, and learning to be oneself. A teacher's ability to conduct effective learning according to by UNESCO. "

According to Dadang (2022), today's students are living in the era of 'Society 5.0'. Critical thinking, teamwork, communication, creativity and discovery go hand in hand with the intellectual and professional supervisory skills that form the holistic supervisory system and the sense of responsibility of school leaders and teachers. The ability to use technology with others at the same time (multitasking) is a challenge for students in the 5.0 era, and above all they must have moral compliance and strong character.

With the rapid development of technology, human teachers will soon be replaced by robots. In other words, in the age of 5.0, it's important to monitor student-centered learning and use reference materials.

The emergence of Society 5.0 aims to reconcile human roles with technological advances. Big data will be analyzed and people will be able to interact more effectively in various ways, enabling people to collaborate with social activities in the industrial technology and economic fields.

This is interpreted as development to solve problems in parallel. Making the most of technology is an attempt to acquire knowledge and information through human connections and virtual worlds in order to effectively deal with various social problems and create a better life for mankind.

The concept of Society 5.0 aims to build a human-centered society that connects the virtual world and the real world and produces high-quality data as values and solutions to the challenges of human life. Therefore, supervisors must be able to have a broader perspective to support teacher performance in all supervisory

activities that have a significant impact on the quality of education in Indonesia.

The word "supervision" is made up of two words: "super" and "vision". The word "super" means higher status or status, better, better, better, better. The word "vision" now means the ability to perceive things that cannot actually be seen (Aedi, 2014). From the combination of these two parts of his words, it can be inferred that the director is an expert's point of view on someone who does not have much expertise. Managers, or people who supervise them, are considered professionals in the performance of their duties. They act on scientific principles to improve the quality of education. Supervisors are required to have advanced skills to clearly recognize the challenges of improving the quality of education. This requires a sensibility to understand the problem beyond the normal use of sight. This is because it requires an intuitive perception as well as a visible problem. Since education is highly dependent on the teaching skills of teachers, the main focus of teacher teaching is on the further development of teachers' professional skills, which in turn improves the quality of the teaching and learning process. Ultimately, the quality of teaching translates into improved student learning outcomes.

The purpose of educational supervision is to achieve educational goals and it is the responsibility of the principal and teachers. Educational supervision needs to consider several specific factors in order to find and define effective supervision activities. According to Ametembun (2007), the objectives of educational supervision are to:

(1) To enable teachers to have a deeper understanding of educational goals. (2) to train teachers' abilities to prepare students to be effective members of society; (3) assist teachers in conducting diagnostics; (4) raising awareness of the democratic process; (5) Motivate teachers to maximize the quality of their work. (6) Support the promotion of schools in the region. (7) Help teachers make better use of their experience. (8) promote solidarity among teachers; (9) assist in assessing teacher activity in relation to student developmental goals (Aedi, 2014);

Both academic supervision and administrative supervision are part of educational supervision. This supervision is directed to the school principal and the school superintendent, who are responsible for educational instruction, and is carried out by the educational supervisor. Clinical supervision and educational supervision are used to monitor teachers. The Society 5.0 era is a concept that depicts a society in which humans play the leading role and individuals can utilize technology against the background of the progress of the 4th industrial revolution. Society 5.0 offers significant opportunities for speed, convenience, and comfort to meet the needs of life, both in industry and in society in general, where all technology is part of human life (Ardinata et al. 2022). Society 5.0 is a society centered on solving social problems and balancing economic development through the combination of virtual and physical spaces in the Fourth Industrial Revolution (Handayani & Muliastrini, 2020). Society 5.0 is human-centric and technology-based, born out of the development of the Fourth Industrial Revolution, and transforming society into a more meaningful life, potentially reducing the role of humans in the future. expected (Putra, 2019).

METHODS

This article was prepared using qualitative research techniques, in particular a literature review. Some of the key references used in writing this article are scientific journals, books, and previous research on the topic of interest. After investigation, the data were evaluated and presented clearly. This data analysis technique consists of three phases:

Investigate relevant data, present data and draw conclusions. This academic research method uses literature review to advance theoretical ideas.

RESULTS AND DISCUSSION

The Role of Learning Supervision in Educational Institutions in the Society 5.0 Era

The application of social values to overcome various difficulties and social problems has ushered in the dawn of the Society 5.0 era. Leveraging Industry 4.0 initiatives, teachers need to be able to adapt knowledge concepts to technological advances. Mature technology allows different types of data to be transferred without the need for human intervention. However, in Community Front 5.0, in order to prevent confusion caused by the development process, we plan to integrate cutting-edge technologies into various social and industrial activities and promote innovation that creates new value.

The role of the supervisor, who oversees all

activities in the school environment, should adequately address these issues. Maximum service through structured supervision opens up the mindset of teachers to take advantage of learning innovation opportunities from evolving technology in the education sector. Teachers act professionally under the guidance and supervision of their supervisors in dealing with educational issues while performing their duties at the school. Supervision plays an important role in implementing activities to improve the skills of teachers to improve the quality of national education.

Advances in information and communication technology (ICT) have had a major impact on the development of education in Indonesia. Teachers should be encouraged to use technology as a learning resource. The use of advanced technology in learning creates a more comfortable teaching and learning environment, enabling students to get the most out of their learning. As outlined in the Ministry of Education and Culture's Vision 2010-2014, the use of ICT is a strategic policy that supports the implementation of good national education services to develop an inclusive and intelligent Indonesian population. These include improving school infrastructure, improving teacher human and learning resources, and increasing the capacity of school leaders and supervisors. In other words, mentoring learning activities must be able to take advantage of technological advances to create spaces for learning creativity. Technology-based monitoring acts as a monitoring tool that processes information data obtained during the monitoring process. Academic instruction programs develop teacher professionalism by helping teachers map teachers' pedagogical problems, explore solutions, design and deliver lessons, and assess learning processes and outcomes. It has the potential to improve physical performance. An academic instruction program is successful if instruction in schools is also effective. Moreover, it should be supported by the competence of all educational personnel within the school. The supervisor's role in educational supervision must be continuous and structured so that issues are adequately addressed. Education system innovation includes all educational elements, and schools need to adapt to the educational paradigm shift. Similarly, supervisory practice needs to adapt to current technological advances to help supervisors identify, implement, evaluate and follow up on teacher problems in this area.

Supervision helps teachers identify weaknesses in performing their duties and gives teachers opportunities to improve their professional competencies.

Student-Centered Learning in the Era of Society 5.0

Student-centered learning is based on the philosophy that students are the most important key to the learning process, but it is also important for teachers, especially when they recognize that students have different abilities and potential. Roles are still important. This student-centered learning is the most fundamental design of the learning process, where learners decide not only what they want to learn, but why and how important topic choice is (Rogers, 2010). . In other words, learning environments allow learners to take responsibility for their own activities, rather than being guided by teachers. In addition, students will discover more meaningful learning when the topics they choose are relevant to their lives, needs and interests and they are actively involved in creating, understanding and relating knowledge (McCombs & Whisler, 1997).

In the era of Society 5.0, students are required not only to understand theory but also to think. Rather, they are encouraged to think critically, constructively, and innovatively. As a result, strategies need to be designed to generate new innovations in utilizing technology as a learning medium (Sururuddin et al., 2021). Learning in the era of Society 5.0 combines students and technology, aiming to enable students to creatively and innovatively utilize the available opportunities.

The excellent generation in the era of Society 5.0 must possess several competencies, including:

1) having intelligence according to their interests and talents; 2) being able to think clearly and critically; 3) having good communication skills; 4) being responsible and good citizens; 5) being ready for work; 6) having a sense of environmental responsibility; 7) having tolerance towards differences; 8) having broad interests in life; and 9) having the ability to become a global community member. In the era of Society 5.0, students not only need basic literacy but also other competencies such as critical thinking, reasoning, creativity, communicativeness, collaboration, and problem-solving skills. Students learn not only from their teachers, but from each other. Therefore, teachers should closely monitor activities and provide consistent

feedback, and school leaders should do the same for teachers.

In the Society 5.0 era, students are expected to embody the Pancasila traits: curiosity, spontaneity, perseverance, adaptability, leadership, social and cultural interests (Padmawati & Pihung, 2022). From the perspective of education in Society 5.0, the focus will be on character, morality, and example. For example, projects designed by teachers and supervisors as part of curriculum development incorporate students' personal experiences and engage students in activities that build on their understanding of the real-world application of what they have learned in the classroom. can be designed. In this way, Society 5.0 education can achieve its goals and emphasize the moral and exemplary qualities of students in a life coexisting with current technology.

Professional Educators in Student-Centered Learning in the Era of Society 5.0

Technological advances have contributed to the implementation of current educational programs. School leaders, supervisors, and teachers must be highly skilled, especially digitally skilled, to keep pace with this massive technological evolution. Monitoring in supervision aims to help teachers broaden their knowledge of current developments and innovations in learning in the Society 5.0 era. Technology serves as a means to expand the power of teachers to achieve maximum proficiency in student-centered learning.

The Society 5.0 era will undoubtedly bring significant changes to the Indonesian education system. Teaching and learning, professional ethics and digital education, and teacher professional development are three key elements of the educational oversight system. The role of teachers is continually being reviewed to ensure that they meet the challenges of the times. Teachers are expected to have the professional competencies to achieve results in this dynamic era that reflects the development of human skills through the introduction of continuing professional development by educational leaders. Teachers face complex and competitive challenges and challenges that require a high degree of professionalism from teachers. To tackle educational obstacles in the Society 5.0 era, the quality of teachers is crucial and requires the development of various aspects such as digital literacy, technical literacy and human literacy (Aoun, 2017). These aspects are necessary to

prepare students to think innovatively in different fields. Educational development aims to develop competent human resources who can make the most of information and internet access.

In Society 5.0, professional educators will need to demonstrate creative and out-of-the-box thinking, educational multiskills, individuality and professional skills, as well as discipline, integrity and self-confidence (Satria & Mustiningsih, 2019). These elements contribute to education. Students who have experienced educational disruption see these disruptions as opportunities for innovation to improve the quality of future education. Professional teachers are individuals who meet the intellectual needs of their profession and who have a thorough understanding of the subjects they teach. A competent professional educator must therefore be able to innovate in education with a student-centered approach.

CONCLUSION

Educational supervision is the improvement of the teaching and learning process involving teachers and students through a series of measures, guidance and direction. Improving the teaching and learning process is the result of supervision. "Supervision" is a coined word that combines two English words, "super" meaning above and "vision" meaning to see, and is related to inspection, investigation and supervision. The development of science and technology requires continuous learning.

The era of Society 5.0 will indirectly bring rapid changes to various aspects of life including economy, social dynamics, culture, and education. Education is closely related to changes in the educational environment, as learners in the educational environment are the first prepared individuals for their time. Therefore, in the era of society 5.0, which overlaps with the fourth industrial revolution aiming for rapid technological development, education must also change and evolve according to the needs of the times. In education itself, the society 5.0 era will impact the development of learning in terms of models, methods and learning media.

Based on the above discussion, it becomes clear that there are four learning models for Society 5.0 and his four learning models that meet the demands of his 21st century skills: Innovation, Creativity, and Communication Excellence. The four learning models are inquiry-based learning, legal inquiry, problem-based

learning, and project-based learning.

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