

PREPARING INDONESIAN LANGUAGE TEACHERS AS PROFESSIONALS IN THE 5.0 ERA: IMPROVING COMPETENCE THROUGH TRAINING AND SUSTAINABLE DEVELOPMENT

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Abstrak

Era Society 5.0 menuntut transformasi pendidikan yang menempatkan guru Bahasa Indonesia sebagai aktor strategis dalam menciptakan ekosistem pembelajaran yang adaptif, reflektif, dan berbasis teknologi. Dalam konteks ini, pengembangan kompetensi guru tidak lagi cukup berfokus pada keterampilan teknis semata, tetapi harus mencakup literasi digital, agensi pedagogis, serta keterlibatan ilmiah. Studi ini bertujuan untuk mengeksplorasi dan menyintesis berbagai model pengembangan kompetensi guru Bahasa Indonesia berdasarkan lima artikel ilmiah utama yang relevan dengan era Society 5.0. Metode yang digunakan adalah studi literatur dengan pendekatan deskriptif kualitatif. Data dianalisis menggunakan teknik konten berbasis matriks tematik melalui tahapan reduksi data, penyajian data, dan verifikasi. Hasil kajian mengidentifikasi lima model dominan: (1) Adaptive Professionalism Model (Tran Minh), (2) Contextual Digital Competency Model (Grisma et al.), (3) Sustainable Digital Transformation Model (Vorotnykova), (4) Reflective and Collaborative Agency Model (Averina & Kuswandono), dan (5) Academic Engagement-Based Development Model (Tias & Tongjean). Masing-masing model memiliki keunggulan kontekstual, namun belum sepenuhnya menjawab kompleksitas tantangan era Society 5.0 secara terpadu. Oleh karena itu, pendekatan hibrida yang mengintegrasikan kekuatan kelima model tersebut direkomendasikan sebagai strategi yang paling efektif. Rekomendasi meliputi: pelatihan berbasis konteks lapangan, penguatan refleksi profesional, pemanfaatan teknologi adaptif, serta dukungan kelembagaan yang berkelanjutan. Temuan ini berkontribusi terhadap perumusan strategi pengembangan kompetensi guru Bahasa Indonesia yang lebih relevan, holistik, dan aplikatif dalam menghadapi era digital-humanistik Society 5.0.

Kata Kunci: kompetensi digital kontekstual pengembangan guru bahasa Indonesia, refleksi profesional, society 5.0.

Abstract

The Society 5.0 era demands an educational transformation that places Indonesian language teachers as strategic actors in creating an adaptive, reflective, and technology-based learning ecosystem. In this context, teacher competency development is no longer focused solely on technical skills, but must include digital literacy, pedagogical agency, and scientific engagement. This study aims to explore and synthesize various models of Indonesian language teacher competency development based on five main scientific articles relevant to the Society 5.0 era. The method used is a literature study with a qualitative descriptive approach. Data were analyzed using thematic matrix-based content techniques through the stages of data reduction, data presentation, and verification. The results of the study identified five dominant models: (1) Adaptive Professionalism Model (Tran Minh), (2) Contextual Digital Competency Model (Grisma et al.), (3) Sustainable Digital Transformation Model (Vorotnykova), (4) Reflective and Collaborative Agency Model (Averina & Kuswandono), and (5) Academic Engagement-Based Development Model (Tias & Tongjean). Each model has contextual advantages, but has not fully answered the complexity of the challenges of the Society 5.0 era in an integrated manner. Therefore, a hybrid approach that integrates the strengths of the five models is recommended as the most effective strategy. Recommendations include: context-based training in the field, strengthening professional reflection, utilizing adaptive technology, and ongoing institutional support. These findings contribute to research on strategies for developing Indonesian language teacher competencies that are more relevant, holistic, and applicable in facing the digital-humanistic era of Society 5.0.

Keywords: contextual digital competence, Indonesian language teacher development, professional reflection, society 5.0.

1. INTRODUCTION

The development of Society 5.0 has direct implications for the competence of Indonesian teachers. This era is marked by the integration of advanced technologies such as artificial intelligence, the Internet of Things (IoT), and adaptive digital systems with a human-centered pedagogical approach (Miskiewicz, 2024; Sabharwal & Mitra, 2024). In the context of education, technology is not only a tool, but also a determinant of the direction of learning that is adaptive, inclusive, and relevant to the challenges of the 21st century.

For Indonesian language teachers, the relevance of Society 5.0 lies in their role as designers of learning experiences that combine mastery of technology with social sensitivity and emotional intelligence. AI, for example, can support personalized learning, expand access to learning resources, and ease administrative burden. However, technology without a strong pedagogical and ethical foundation risks reducing the meaning of education to mere technical activities (Miskiewicz, 2024). Therefore, teachers' digital literacy must include technical skills as well as a critical and ethical understanding of the use of technology as a means of meaningful learning.

This principle is in line with the direction of the Independent Curriculum, which places teachers as facilitators of competency-based and character-based learning (Marantika & Tomasouw, 2024). In this landscape, Indonesian teachers are expected to transform into learning experience designers who are not only tech-savvy, but also have social sensitivity, emotional intelligence, and the ability to build a reflective and collaborative learning environment (Averina & Kuswandono, 2023).

While the benefits of technology within the framework of Society 5.0 are promising, the local

context in Indonesia presents obstacles that cannot be ignored. The digital infrastructure gap remains a major challenge, especially in 3T (disadvantaged, frontier, outermost) regions that face limited internet connectivity, learning devices, and technical support (Gaur, 2025; Riyanda et al., 2025). A recent survey showed that 65% of teachers consider connection instability to be the biggest obstacle, while 72% need advanced training to use technology effectively (Sucipto, 2024). UNICEF also ranked Indonesia 40th in terms of digital readiness, including access, skills, and supporting policies, showing that the adoption of educational technology is still uneven (UNICEF, 2021).

In addition, teachers' digital competencies have not developed evenly. The majority are still at the "Exploration" or "Integration" stage within the DigCompEdu framework, with only about 26.9% at the "Expert" level and less than 7% in the highest category (Pioneer/Leader) (Ari, 2023). Existing ICT training is often general, less applicable, and rarely adapted to the local context (Benjamin, Nyanda, 2025; Dinçer, 2024). Limited internet access, inadequate digital devices, and general and non-contextual training policies have widened the professional gap between teachers, especially in disadvantaged areas (Gaur, 2025; Riyanda et al., 2025).

A number of professional development models have been proposed to address these challenges. Tran Minh (2024) emphasizing the importance of flexibility and professional awareness in the face of change. Meanwhile, Grisma Yuli Arta et al. (2024) highlighting the urgency of training that is relevant to the local context and the real needs of teachers. Proposed sustainable transformation approach Vorotnykova (2024) emphasizing the importance of intrinsic motivation and lifelong learning. Type Averina & Kuswandono (2023) emphasizing reflective collaboration within the

learning community, while Tias & Tongjean (2022) Propose strengthening academic capacity through scientific involvement and research practice.

Although each model offers significant contributions, the current literature still shows fragmentation. Many studies only highlight one or two aspects of competencies such as digital skills or pedagogical expertise without integrating them into a single overarching conceptual framework. The absence of this integrative approach makes it difficult to formulate relevant, sustainable, and contextual teacher professional development strategies. In addition, local variables such as student diversity, school culture, and institutional support are often not considered primary considerations in these models.

Departing from this background, this study aims to compile a theoretical synthesis of five main models of Indonesian teacher competency development within the framework of Society 5.0. With a systematic and reflective approach, this study attempts to identify core competencies, map professional development paths, and design holistic strategies for improving teacher capacity. The goal is to produce an integrative framework that can be used as a reference in education policy and teacher training program design.

In the end, this research is expected to make a conceptual and practical contribution in shaping an education system that is not only supported by technology, but also based on human values. Through a hybrid approach that combines adaptive professionalism, digital literacy, sustainable transformation, reflective collaboration, and academic capacity, Indonesian teachers can play a strategic role as agents of change in the ever-evolving world of education.

2. METHOD

This study adopts a qualitative descriptive design, using literature studies as the main data collection technique. Qualitative descriptive

research allows for the exploration and interpretation of social phenomena in their real-life contexts, prioritizing depth of understanding over quantification (Fadli, 2021). The literature study approach facilitates theoretical inquiry and critical examination of values, norms, and models embedded in educational discourse. It is particularly suitable for analyzing various models of professional development of Indonesian teachers, as it allows a comprehensive synthesis of relevant theories and frameworks (Ickes et al., 2020).

This method was chosen because of its capacity to integrate diverse educational perspectives and identify the most applicable models to improve the competence of Indonesian teachers in the digital Society 5.0 era. This context demands educators who are adaptive, digitally literate, and pedagogically innovative. This research aims to uncover the conceptual framework that supports this competence through a critical evaluation of empirical and theoretical sources.

Literature collection is carried out systematically by utilizing the main academic database, namely Google Scholar. The search includes *peer-reviewed* journal articles, scholarly books, and white papers published between January 2020 and May 2025. The focus of the study includes topics such as Indonesian teacher competence, professional development, 21st century skills, digital pedagogy, and the integration of educational technology. The keywords used include: "*competence of Indonesian teachers*", "*professional development*", "*Society 5.0*", and "*qualitative research*". From the search results, 200 initial publications were obtained, then filtered using the exclusion inclusion criteria so that there were 5 relevant sources left to be analyzed.

Literature analysis was carried out using content analysis with the help of a thematic matrix that contains details of sources, theoretical basis, model characteristics, and contribution to

the competence of Indonesian teachers. The analysis process follows the framework of Miles & Huberman (2012), which includes three stages: (1) data reduction to select and focus relevant information, (2) presentation of data in the form of tables and thematic narratives, and (3) drawing and verifying conclusions (Huberman & Miles, 2012).

Ultimately, this method supports the construction of an evidence-based holistic framework for the professionalism of Indonesian teachers that is aligned with contemporary educational transformation and the ever-evolving demands of Society 5.0.

3. RESULTS AND DISCUSSION

The researcher read 200 articles that have been published in indexed or reputable SINTA journals. Based on the results of article mapping conducted through systematic literature review and reference search using Google Scholar, a

number of important findings were obtained in accordance with the criteria that have been set. This section presents a summary of the identified results from various relevant literature sources and supports the objectives of this study.

The selected articles meet the criteria for the topic of Indonesian teacher competency development in the context of digital transformation and Society 5.0, and are published in journals that are indexed by SINTA or have a good academic reputation. The year of publication of these 5 articles is the most published in 2024, with a total of 3 documents; In 2023, there is one document; In 2022, there is one document. For the number of studies, all articles were published from different journals. These articles discuss the methods, findings, and conclusions that the researchers found. In addition, Preparing Indonesian Language Teachers as Professionals in the 5.0 Era was also discussed.

Table 1. Included Articles

No	Author (Year)	Heading	Method	Findings	Conclusion
1.	Nhat Truong Tran Minh (2024)	<i>Teacher Professional Development in Education 5.0</i>	Literature studies and descriptive analysis	The development of teacher professionalism must be adaptive and sustainable; the importance of integrating technologies such as learning analytics and interactive digital learning.	Teacher professional development must be collaborative, personal, and technology-based in order to be able to design relevant learning experiences in the Education 5.0 era
2.	Grisma Yuli Arta, Aulia Almeyda, and Wendrizal (2024)	Improving the Competence of Indonesian Language Teachers Through Professional Development Programs	Descriptive qualitative	Workshops, seminars, technology training, and collaboration between teachers have been proven to improve knowledge, pedagogical skills, and innovation in Indonesian language teaching	Active participation in professional development programs can improve the quality of learning, teacher creativity, and student motivation. Support from schools and the government is urgently needed for this program to be sustainable and effective.

3.	Iryna P. Vorotnykova (2024)	<i>Professional development of teachers in conditions of Digital transformation of postgraduate pedagogical Education</i>	Literature study and qualitative approach (interviews, FGDs, statistical analysis on 1472 Indonesian teachers)	Teachers are highly motivated to develop digital competencies, even though training and infrastructure are still limited.	Digital transformation is important and requires a long-term strategy based on intrinsic motivation and strong institutional support.
4.	Fidelis Ellen Averina and Paulus Kuswandono (2023)	<i>Professional development of Indonesian in-service EFL teachers: Perceived impacts and challenges</i>	Literature studies	EFL teachers' professional development activities have a positive impact on improving competence, but are constrained by low participation, time constraints, and bureaucratic obstacles	Formal TPD programs such as webinars and workshops are effective, but they need to be tailored to the needs of teachers and balanced with solutions to overcome structural barriers
5.	Silfia Asning Tias and Waraporn Tongjean (2022)	<i>Teacher Professional Development in Indonesia: A Comparative Study with Global Practices</i>	Descriptive Qualitative Literature Review	Teacher professional development in Indonesia has evolved from simple training to more organized and sustainable programs, such as Continuous Professional Development (PKB)	Indonesia needs to adopt a more strategic and contextual approach to professional development, as applied in countries with superior education systems

The rapid transformation of global education, marked by the emergence of Society 5.0, requires a fundamental reconfiguration of the competence of Indonesian teachers. In this human-centered and technology-based era, Indonesian teachers are no longer seen as mere content transmitters, but are expected to act as facilitators of adaptive, meaningful, and holistic learning experiences. This paradigm shift requires a comprehensive framework that goes beyond digital literacy to include pedagogical innovation, socio-emotional intelligence, and institutional support systems.

This article synthesizes insights from five key empirical and conceptual studies to build an integrative understanding of Indonesian teacher

competency development in the context of Society 5.0. A very prominent framework identified in the literature is the Adaptive Professionalism Model, proposed by Nhat Truong Tran Minh (2024). This model conceptualizes Indonesian teachers as learning experience designers who are able to respond to rapid technological and social changes. Core elements of this model include continuous and personalized professional development, experiential learning, and collaborative practices. It emphasizes a balanced integration between advanced technologies such as learning analytics, immersive media, and virtual simulation with humanistic values. This alignment reflects the vision of Society 5.0, which promotes innovation

that advances individual well-being and societal progress.

From the 5 articles of findings, 5 models / frameworks can be found that can be presented systematically in the following table:

Table 2. Model/Framework for 21st Century Indonesian Teacher Competency Development

No	Model/Framework	Key Focus	Excess	Debilitation	Implementation Recommendations
1	<i>Adaptive Professionalism Model</i>	Integration of technology, reflective pedagogy, and emotional intelligence	Aligning advanced technology with humanistic approaches; Encourage flexibility and innovation	Requires strong institutional support and long-term training	Indonesian language teachers at the middle and high levels who are ready to become learning experience facilitators
2	<i>Contextual Digital Competency Framework</i>	Strengthening digital competencies based on locality and contextual needs	Responsive to field challenges; Based on actual practice	Lack of touch on the reflective dimension and emotional role of teachers	For Indonesian teachers in areas with limited infrastructure but committed to improving technology
3	<i>Sustainable Digital Transformation Model</i>	Long-term development based on intrinsic motivation and technological adaptation	Focus on personal ownership, gradual development, and learning continuity	Requires structural reforms and a stable support system	Suitable for higher education institutions and long-term teacher training
4	<i>Pedagogical Agency & Reflective Praxis Model</i>	Teacher agency, critical reflection, and autonomous capacity building	Strengthen professional awareness and reflective decision-making	Not directly integrating digital technologies	Applied in the Indonesian teacher's learning community based on practice and collective reflection
5	<i>Collaborative Scientific Engagement Model</i>	Involvement in scientific activities and knowledge production	Encourage deep reflection, publication, and professional growth	Lack of direct social media integration	For academic-based institutions, excellent schools, and postgraduate programs for Indonesian teachers

The synthesis of the five studies reveals four interrelated thematic dimensions that are important for the competence of Indonesian teachers in the digital age:

Reconstruction of Indonesian Language Teacher Competency in the Society 5.0 Era

The rapid development of digital technology and the emergence of the Society 5.0 era have changed the role of Indonesian teachers

from mere transmitters of knowledge to designers of adaptive learning experiences. In the context of human-centered education and integrated with technology, teachers are required to have broader competencies—not only digital literacy, but also pedagogical innovation, emotional intelligence, and adaptability to institutional dynamics (Minh, 2024).

The Adaptive Professionalism Model put forward by Nhat Truong Tran Minh (2024) describes Indonesian teachers as agents of change. This model emphasizes the importance of personalized and ongoing professional development, experiential learning, and collaborative practices. This approach is in line with the vision of Society 5.0, which is to combine cutting-edge technologies such as learning analytics, immersive media, and virtual simulation with humanistic values to create inclusive and meaningful learning.

Digital Competence as Basic Literacy

Digital competence is the main theme that stands out in the five studies examined. These competencies include not only technical skills, but also the strategic use of learning platforms, digital simulations, and learning data to design learning experiences. Nhat Truong Tran Minh (2024) emphasizing that the digital environment allows teachers to create a student-centered learning process. Vorotnykova (2024) It also found that Indonesian teachers have high motivation to adopt technology, showing intrinsic readiness despite still facing infrastructure constraints. Grisma Yuli Arta et al. (2024)(Grisma Yuli Arta et al., 2024) affirms that the use of digital media enhances pedagogical creativity and encourages more active student engagement.

Infrastructure as a Lever or Inhibitor

Although teachers' motivation is quite high, infrastructure limitations remain the main

obstacle. Study Vorotnykova (2024) and Tias & Tongjean (2022) consistently report constraints such as unstable internet access, lack of digital devices, and lack of institutional support for ICT. These obstacles show that infrastructure is not just a background, but a key foundation in the digital transformation of teacher education. Without adequate technological support, good training is difficult to implement optimally.

Contextual Professional Development Strategies

Effective teacher professional development requires strategies that are iterative, contextual, and collaborative. Grisma Yuli Arta et al. (2024) shows that training, workshops, and collaboration between teachers are proven to improve teaching competence and creativity. Averina & Kuswandono (2023) highlighting challenges in professional development, such as time constraints, workloads, and lack of institutional support. Vorotnykova (2024) underlining the importance of training design that is participatory and relevant to the real needs of teachers in the field. This shows that professional development must actively involve teachers and be adapted to the contextual realities of each educational unit.

In conclusion, advancing the competence of Indonesian teachers in the digital era requires a synergistic approach that connects digital readiness, sustainable development, institutional support, and academic engagement. Only through systemic, contextual, and sustainable implementation, adaptive professionalism models can effectively empower Indonesian teachers and improve the quality of education in line with Society 5.0.

The Role of Growing Indonesian Language Teachers in Society 5.0

Within the framework of Society 5.0, the role of Indonesian teachers is not only as a

teacher, but also as a facilitator, emotional mentor, and designer of an inclusive learning environment. Minh (2024) stated that teachers need to develop cross-disciplinary competencies that combine cognitive, technological, and interpersonal aspects. Teachers are required to be able to design learning processes that are relevant to the profile of 21st century students. Grisma Yuli Arta et al. (2024) and Averina & Kuswandono (2023) also emphasizes the importance of social and emotional sensitivity in the learning process.

Based on a synthesis of five studies, this article proposes a hybrid conceptual framework consisting of four main interrelated domains. First, digital competence is seen as a basic prerequisite that enables Indonesian teachers to respond effectively to technological changes. Second, infrastructure readiness is the main foundation for meaningful and sustainable digital integration. Third, contextual professional development strategies must be designed in a participatory, sustainability-oriented, and aligned with the real needs of teachers in the field. Fourth, the expanded identity of teachers includes roles as learning facilitators, mentors, and developers of students' social-emotional intelligence. This framework places teacher competency development as a dynamic process that is sensitive to social context and can only succeed when supported by cohesive institutional policies. In line with the findings Tias & Tongjean (2022) and Vorotnykova (2024), the success of teachers' professional transformation is highly dependent on individual readiness, systemic support, and synergy of education policies.

4. CONCLUSION

Improving the competence of Indonesian teachers in the Society 5.0 era requires an adaptive, sustainable, and contextual approach. The synthesis of the five models analyzed shows that no single model is capable of answering all

the challenges. Therefore, a hybrid approach that integrates the strength of adaptive professionalism models, contextual digital competence, sustainable digital transformation, pedagogical reflection, and scientific engagement is a strategic solution for the professional development of Indonesian teachers.

The implementation of this hybrid model for Indonesian teachers can be carried out through concrete steps, including:

1. Local context-based training that combines adaptive technology with reflective pedagogical practices.
2. Mentoring and learning community programs that strengthen collaboration between Indonesian teachers and share good practices.
3. Integration of technology-based projects such as AI-assisted learning and *learning analytics* to strengthen digital literacy and pedagogical innovation for Indonesian teachers.
4. Involvement in scientific forums and publications to develop academic capacity and share learning findings.

Success indicators include: an increase in the digital competency assessment score of Indonesian language teachers, an increase in technology-based learning innovations relevant to language teaching, an increase in the frequency of professional reflection and collaboration activities, and an improvement in students' 21st century skill achievements.

Potential barriers that may arise include limited ICT infrastructure, resistance to change, and lack of institutional support. Strategies that can be carried out to overcome it include: gradual procurement of technology in schools, providing incentives to Indonesian teachers who are actively innovating, and providing continuous training that is relevant to the needs of language learning in the field.

With planned implementation and consistent policy support, this hybrid approach

has the potential to strengthen the role of Indonesian teachers as facilitators of adaptive, reflective, and transformational learning, so as to be able to answer educational challenges in the *Society 5.0 era*.

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