

## Society 5.0 Integration: Evaluating English Trainee Teachers' Preparedness and Competency

Ikhfi Imaniah\*, Moh. Iqbal Firdaus<sup>2</sup>

<sup>1,2</sup> Study Program of English Education, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Tangerang, Indonesia.  
Jl. Perintis Kemerdekaan I No. 33 Cikokol Tangerang, 15118.

---

### Submission Track:

Received: September 23, 2024

Revised: November 10, 2024

Accepted: December 19, 2024

---

### Keywords:

critical thinking, society 5.0 challenges, teacher competencies, teacher education, trainee-teacher's readiness.

---

### \*Corresponding Author:

[ikhfi.imaniah@umt.ac.id](mailto:ikhfi.imaniah@umt.ac.id)

Copyright@20xx (author/s)

**Abstract:** Society 5.0 impacts many sectors, including education. Education must be prepared to adapt to these changes, especially in how it shapes the teaching competencies of trainee teachers. This study aims to assess the readiness of trainee teachers to meet the challenges posed by Society 5.0 and to identify the competencies needed for the future. Using a descriptive quantitative approach with a survey method, this study sampled 115 English trainee teachers from the University of Muhammadiyah Tangerang. Data was collected through a questionnaire and analyzed using descriptive statistics. The study focuses on five competencies: communication, leadership, curiosity, reading comprehension, and managerial skills. The findings indicate that while trainee teachers are well-prepared in managerial, curiosity, and reading comprehension skills, there is a need to enhance their communication and leadership abilities. To be fully prepared for Society 5.0, additional competencies such as adaptability, critical thinking, digital literacy, and problem-solving skills must be considered. Incorporating real-world scenarios, feedback, and collaboration into the assessment process will ensure that trainee teachers can effectively navigate the complexities of a rapidly changing society.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

---

## INTRODUCTION

The 21st-century student and the knowledge and skills that our children will need in the future are topics we hear about a lot. How about educators? Which 21st-century instructional abilities will educators need to possess in order to adequately educate our students? What sets them apart from the qualifications that were once expected of teachers? The quality of education has significantly increased recently. If, formerly, the university's principal purpose was that of giving students with particular sorts of information that they were supposed to use afterwards, universities today focus mostly on "life skills" (Abad-Segura et al., 2020; Bond et al., 2018; McGuinness & Fulton, 2019; Spector, 2014; Stošić, 2015). Our goal is to encourage students to learn on their own and to apply methods that allow them to generate new ideas. Creating new ideas is a fundamental element of modern society (Ellitan, 2020; Supendi & Nurjanah, 2019).

From the standpoint of modern society, the most significant results of innovation are economic progress, enhanced well-being and communication, educational accessibility, and environmental sustainability (Kylliäinen, 2019). A modern society, can be defined as an organized group of people associated for some specific purpose and on the basis of a common interest, generating distinct cultural patterns and institutions and developing a sense of communal identity and activities, usually in a specific geographic area within the context of current societal trends (Kylliäinen, 2019; Pitula, 2021; Vos, 2018). Finally, the fundamental characteristics of any 'modern' society is that it is constantly changing due to unique external and internal tendencies, and that every modern society is defined by the need for its members to adapt to general as well as specialized internal and external challenges that arise.

Moreover, in this modern society sees innovation leading to economic progress, well-being, communication, education, and environmental sustainability (Kylliäinen, 2019). This organized group of people with shared interests is characterized by change, both internal and external, that need adaptation to challenges (Kylliäinen, 2019; Pitula, 2021; Vos, 2018).

The internal and external challenges of education in the society 5.0 era is at resolving many social difficulties, issues, and problems connected to teachers, students, the dynamics of the education system, and societal dynamics (Archiyesa, 2019; Dwiningrum, 2021; Masami et al., 2020). Consequently, teachers must be prepared to confront the changing times while facing the future. The society 5.0 era is one that radically transforms the growth of the era, as well as changes in the pattern of human existence; teachers have been spoiled by technology (McGuinness & Fulton, 2019; Rahmawati et al., 2021).

According to Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Teacher Qualification and Competency Standards, a teacher must have four competences (Minister of National Education, 2007). These competencies include pedagogic competencies, personality competencies, social competencies, and professional competencies. However, in addition to the concept of society 5.0, teachers are expected to have current competences.

To prepare for the era of society 5.0, prospective teachers need to develop at least four additional competences, including communication competence, leadership and endurance competence, curiosity competence, and comprehension reading skills. This follows the declaration of Japan's Minister of Education, Yoshima Hayashi, who has studied how to improve education for each of his students in Japan to prepare them for society 5.0 (UNESCO, 2023). In addition, having managerial skills is also become the core to achieve those things, because effective classroom management is essential for creating a conducive learning environment and ensuring the achievement of educational goals, especially the objectives of English instructional.

In this criterion, teachers also need a wide range of skills to create lesson plans, educate students, collaborate with administration, and connect with parents (Alsharif & Shukri, 2018; Department of Education and Training, 2004; McMillan, 2000; Meador, 2019; Mohamed et al., 2017; O'Malley & Pierce, 1996; Richards, 1996). While some of these personal attributes, such as patience and leadership, are fundamental in individuals, the majority of them may be developed by practice and instruction (Pratama et al., 2022). Teachers employ their abilities to create a suitable learning environment for their students' development. While formal

training and education prepare teachers for their professions, on the teacher training is essential for their personal growth in the future.

Moreover, teachers may also be required to conduct a variety of administrative responsibilities as part of their duties. They frequently have to assist effective communication between the school and its students, the school and parents, and, in certain cases, students and parents. To complete these duties in an academic setting, teacher will necessitate a combination of hard and soft skills (Pratama et al., 2022). Otherwise, our educational future will be gloomy. Teachers emphasize the importance of character education in this context.

In other words, the era of Society 5.0 brings about a profound transformation in the course of time and even alters the way human life is shaped; educators have been greatly influenced by technology. As a result, the methods of instructional process are bound to undergo substantial changes through the core of teachers' managerial skills to navigate this era of technology advancement.

The literature on Society 5.0 and digital competency in education highlights the necessity for English trainee teachers to be equipped with advanced skills in digital language teaching, specifically within the framework of Society 5.0 and the evolving paradigm of Industry 5.0. Meniado (2023) discusses digital language teaching 5.0, which centres on the integration of technologies from Industry 5.0 to enhance language education. This framework emphasizes that teachers must possess competencies in digital content creation, effective communication, and problem-solving. The study underscores that both pre-service and in-service teachers can foster these skills through formal and alternative professional development, which aligns with Society 5.0's demands for technologically adept, flexible educators.

Building on this, Rohmah & Musawir (2024) investigate educators' readiness for Society 5.0, emphasizing that essential competencies include teamwork, communication, and problem-solving, alongside digital literacy. Their findings highlight that factor like classroom management, mastery of pedagogical techniques, and effective technological integration directly influence a teacher's readiness to meet Society 5.0 expectations.

In a related study, Maharani et al. (2023) focus on English teachers' digital literacy, finding adequate levels of preparedness across various demographics. They reveal that factors like access to technology and opportunities for ongoing professional development play significant roles in shaping teachers' digital literacy and, ultimately, their capability to implement digital pedagogy effectively. Notably, this study observed differences in readiness between male and female teachers, suggesting that gender may influence digital competency levels.

Together, these studies underscore the importance of continuous development in digital literacy and adaptable teaching methodologies for English trainee teachers as they prepare to integrate Society 5.0 principles into their practice.

In our study, "*Society 5.0 Integration: Evaluating English Trainee Teachers' Preparedness and Competency*," we explore the intersection of digital and human-centred competencies within the Society 5.0 framework, specifically focusing on English trainee teachers. While previous research has examined digital readiness and teaching competencies, our study is distinct in its application of Society 5.0 principles, which emphasize not only the integration of advanced

technology but also ethical considerations, collaborative skills, and the role of education in solving societal issues. By concentrating on trainee teachers, we provide insights into how the next generation of educators is being equipped from the outset of their careers to navigate and contribute meaningfully within a digitally advanced, human-centred society.

A core strength of our research is its competency-based approach, which extends beyond basic digital literacy to include essential skills such as teamwork, adaptive communication, and ethical problem-solving. This approach enables a holistic assessment of trainee teachers' readiness for Society 5.0, evaluating both their technical and critical capacities. Such competencies are vital in educational settings that prioritize both technological advancement and human values. Another key contribution of our study is its potential to inform policy development. By identifying specific gaps in trainee teachers' preparedness, our findings can guide the improvement of teacher training programs and the development of policies that align with Society 5.0 objectives.

In summary, the novelty of our study lies in its proactive focus on preparing trainee teachers for Society 5.0 through a comprehensive, human-centred approach that goes beyond basic digital literacy. By highlighting these readiness factors, our research provides valuable insights that can shape future-proof educational policies and enhance training programs to equip English teachers with the competencies essential for a rapidly evolving digital landscape.

## **METHOD**

### **Research Design**

This study applies a qualitative technique as well as a case study design. A qualitative approach is a research method based on post-positivism philosophy. The philosophy of post-positivism is a philosophy used to examine the condition of natural objects, in which a researcher becomes a key factor as an instrument, data collection techniques are carried out in combination, data analysis is inductive, and the results of his research emphasize the meaning of generalizes. The purpose of this study is to determine trainee teachers' competencies in the society 5.0 era. The case study technique was employed in this investigation. The case study approach is an investigation of a restricted system of one or more examples through the collecting of thorough and in-depth data.

### **Research Subject**

This study was carried out at Universitas Muhammadiyah Tangerang. The subjects in this study were 115 students who had studied education and teaching and had completed field experience practices.

### **Data Collection Techniques**

The information is gathered through questionnaires given to respondents using Google Form. Questionnaires were provided to 115 Universitas Muhammadiyah Tangerang English trainee students. English trainee teachers' complete surveys based on their situations as prospective teachers in the context of the society 5.0 era. The researchers design four questionnaires based on the indicators of four additional competences, including

communication skill competence, leadership skill competence, curiosity competence, and reading comprehension skill. For having the data of trainee teachers' managerial skills, the researchers design observation checklist.

**TABLE 1. Test Specification Instrument of Communication Skill Competence**  
(Optimal Thinking.com.)

No	Indicators	Statements	
		Positive	Negative
	<b>Interpersonal Communication</b>		
1	Verbal Communication	5, 6	
2	Nonverbal Communication	2, 4, 10	
3	Active Listening	1	
4	Empathy	3, 9	
5	Feedback	15, 16, 17, 18	
6	Respect	7, 13, 14	
7	Adaptability	8, 11	12, 24
8	Conflict Resolution	19, 20, 21, 22, 23, 25	

Technique of collecting data for communication skill was done through a questionnaire with Likert scale. In order to obtain the data of students' communication skill, the questionnaire was formulated with 25 items of positive and negative statement which consist of seven indicators of interpersonal communication adapted from optimal thinking.com. Expert testing is used to validate the questionnaire, which involves a construction validity test that encompasses layout, indication formulation, and question items.

**TABLE 2. Test Specification Instrument of Leadership Skill Competence**  
(Sage Publication)

No	Indicators	Statements	
		Positive	Negative
1	Administrative Skill	1, 4, 7, 10, 13, 16	-
2	Interpersonal Skill	2, 5, 8, 14, 17	11
3	Conceptual Skill	3, 6, 9, 12, 15, 18	-

In order to obtain the data of students' leadership skill, the researchers adapted the statements from sage publication questionnaire. The questionnaire was formulated with 18 items of positive and negative statement with Likert scale. Expert testing is also used to validate the questionnaire, which involves a construction validity test that encompasses layout, indication formulation, and question items.

**TABLE 3. Test Specification Instrument of Curiosity Skill Competence**  
(Kashdan et al., 2018; Leslie, 2014)

No	Indicators	Statements	
		Positive	Negative
1	Deprivation Sensitivity	1, 2, 6	-
2	Joyous Exploration	10	3, 7, 8, 9

No	Indicators	Statements	
		Positive	Negative
3	Social Curiosity	18	17
4	Stress Tolerance	11, 13	5, 12
5	Thrill Seeking	14, 15, 16	4

Technique of collecting data for curiosity competence was done through a questionnaire with Likert scale. In order to obtain the data of students' curiosity competence, the researchers used five dimensions of curiosity from Kashdan, et. al. (2018) to explore the questionnaire statement. Moreover, the statements were adapted from Leslie (2014).

**TABLE 4. Test Specification Instrument of Reading Comprehension Skill**  
(Afflerbach et al., 2008; Khusniyah & Lustyantje, 2017; Yonata, 2017)

No	Indicators
1	Summarization
2	Retention of Details
3	Making Inferences
4	Identifying Main Ideas and Supporting Details
5	Drawing Connections
6	Predicting Outcomes
7	Analyzing Author's Purpose and Tone
8	Question Answering
9	Identifying Text Structure
10	Visualization
11	Monitoring Comprehension

The researchers design the indicators of reading comprehension skill questionnaires to get the data of students' reading comprehension skill. The questionnaires were adapted from Afflerbach et al., (2008); Khusniyah & Lustyantje (2017); Yonata (2017).

**TABLE 5. Test Specification Instrument of Managerial Skill**  
(Imaniah, 2019)

No	Indicators
1	Planning and Preparation for Learning
2	Classroom Management
3	Delivery of Instruction
4	Monitoring, Assessment, and Follow-up

The researchers design the observation checklist for trainee teachers to get information related to their managerial skills. The indicators were adapted from Imaniah (2019) which consist of (1) planning and preparation for learning; (2) classroom management: presentation of the subject and learner behavior; (3) delivery the instruction: start of the session and explanation of the subject; (4) monitoring, assessment, and follow up: finishing the session.

## Data Analysis Techniques

The data analysis techniques used are descriptive statistics and qualitative analysis. Descriptive statistics are used to describe data obtained from responses provided by trainee teachers in the form of frequency distribution tables and diagrams.

## RESULT AND DISCUSSION

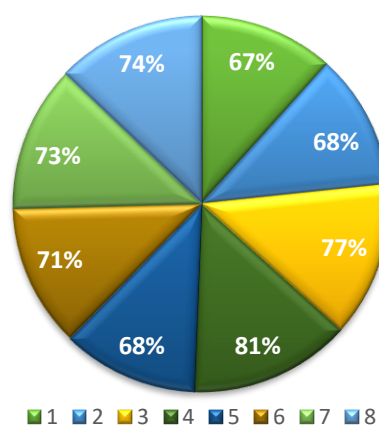
The purpose of this study is to determine trainee teachers' preparedness to face society's 5.0 era. The information was gathered using Google Forms surveys and observation checklist. Questionnaires were provided to a total of 115 trainee students of Faculty of Training Teacher and Education of Universitas Muhammadiyah Tangerang. The student completes a questionnaire based on his or her circumstances.

The researchers design four questionnaires based on the indicators of four additional competences, including communication skill competence which leadership skill competence, curiosity competence, and reading comprehension skill. For having the data of trainee teachers' managerial skills, the researchers design observation checklist.

### Trainee Teachers Communication Skills

In order to obtain the data of students' communication skill, the questionnaire was formulated with 25 items of positive and negative statement in Likert scale. Expert testing is used to validate the questionnaire, which involves a construction validity test that encompasses layout, indication formulation, and question items. The result of trainee teachers' communication skill competence is described in the chart below:

**Interpersonal Communication Skill**



**Chart 1. Trainee Teachers' Communication Skills**

Interpersonal communication involves various indicators and elements that contribute to effective interaction between trainee teachers. Some key indicators include that has been stated in the questionnaires are: (1) verbal communication; (2) nonverbal communication; (3) active listening; (4) empathy; (5) feedback; (6) respect; (7) adaptability; and (8) conflict resolution.

Based on the data provided, trainee teachers seem to excel in various aspects of interpersonal communication. Here's a brief analysis of each component:

1. Verbal Communication (67%): Trainee teachers exhibit a reasonably good level of verbal communication skills, which is crucial in conveying information and ideas effectively.
2. Nonverbal Communication (68%): Their proficiency in nonverbal communication is slightly higher than verbal, indicating that they are likely aware of the importance of body language, facial expressions, and gestures in communication.
3. Active Listening (77%): Trainee teachers excel in active listening, an essential skill for educators. Their ability to attentively listen and engage with others can enhance the learning experience.
4. Empathy (81%): Scoring high in empathy is a positive sign. Empathetic teachers can better understand their students' needs, emotions, and perspectives, which can improve the overall teaching and learning process.
5. Feedback (68%): Feedback is vital for student development. While the score is decent, there may be room for improvement in providing constructive and timely feedback.
6. Respect (71%): Trainee teachers demonstrate a good level of respect, an essential element in maintaining a positive and inclusive classroom environment.
7. Adaptability (73%): Adaptability is important, especially in the ever-changing field of education. Scoring well in this area suggests trainee teachers are open to adjusting their teaching methods as needed.
8. Conflict Resolution (74%): A high score in conflict resolution is promising. It indicates that trainee teachers are equipped to handle conflicts and disagreements effectively, fostering a harmonious classroom atmosphere.

The analysis of trainee teachers' communication skills reveals a strong foundation across multiple key areas, essential for effective teaching and fostering positive student interactions. Trainee teachers display notable strengths in empathy (81%), active listening (77%), and conflict resolution (74%), all of which are critical in creating a supportive and engaging learning environment. High empathy scores indicate that these teachers are adept at understanding and sharing students' emotions and perspectives, which can significantly enhance the teaching-learning process by making students feel valued and understood. Their proficiency in active listening suggests that they are attentive and engaged in conversations with students, leading to better communication and more effective teaching outcomes.

In terms of conflict resolution, a score of 74% signifies that trainee teachers are well-equipped to manage and resolve disagreements and conflicts in the classroom, ensuring a harmonious and focused educational setting. Their nonverbal communication skills (68%) are slightly better than verbal communication skills (67%), highlighting an awareness of the importance of body language, facial expressions, and gestures in reinforcing spoken words. However, there is room for improvement in both areas to ensure clearer and more impactful communication. Enhancing verbal communication can lead to more dynamic and engaging lessons, while refining nonverbal cues can improve teacher presence and authority in the classroom.

The feedback score (68%) indicates that while trainee teachers are providing constructive feedback, there is potential for improvement in terms of timeliness, specificity, and positivity. Effective feedback is crucial for student development, as it helps students



understand their progress and areas needing improvement. Respect (71%) and adaptability (73%) scores show that trainee teachers maintain a respectful and positive classroom atmosphere and are open to adjusting their teaching methods to meet the diverse needs of students. Respectful interactions are vital for fostering an inclusive and conducive learning environment, while adaptability ensures that teachers can effectively respond to the ever-changing demands of the educational landscape.

To further enhance their communication skills, trainee teachers would benefit from targeted professional development. Workshops on verbal communication can focus on public speaking, clarity of expression, and engaging teaching techniques. Training on effective feedback should emphasize the importance of timely, specific, and constructive feedback mechanisms. Additionally, advanced training in nonverbal communication can highlight the role of tone, posture, and eye contact in reinforcing messages. Empathy and emotional intelligence development through role-playing and empathy exercises can further improve their ability to connect with students. Conflict resolution strategies should include advanced techniques and preventive measures to handle potential disputes proactively.

Moreover, programs promoting respect and inclusivity can enhance cultural sensitivity and inclusive practices in the classroom, ensuring that all students feel respected and valued. Encouraging innovative teaching methods and continuous learning can further develop adaptability, enabling teachers to remain flexible and responsive to diverse learning needs. By addressing these areas, trainee teachers can significantly enhance their communication skills, leading to more effective teaching, better student outcomes, and a positive educational experience for all involved.

Overall, this analysis suggests that trainee teachers have a strong foundation in interpersonal communication skills, which is crucial for their success as educators. However, they may want to work on enhancing their verbal communication and feedback skills to further improve their teaching skills.

### Trainee Teachers' Leadership Skills

The second skill competence tested to the trainee teachers, the researchers formulate questionnaires with 18 items of positive and negative statement in Likert scale. The results show in chart 2:

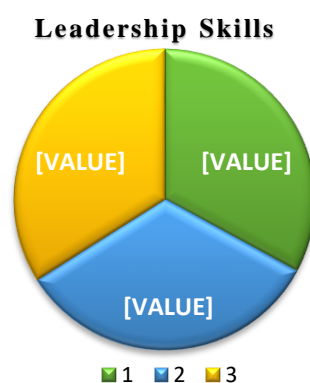


Chart 2. Trainee Teachers' Leadership Skills

The data provided indicates the scores of trainee teachers' leadership skills in three indicators: 1) administrative skill score is 78%; 2) interpersonal skill score is 78%; and 3) conceptual skill score is 80%. Based on this data, it appears that the trainee teachers have strong scores in each of the three leadership skill indicators. They have demonstrated competence in administrative, interpersonal, and conceptual skills, all of which are important for effective leadership. These high scores suggest that they may be well-prepared to take on leadership roles in educational settings.

The analysis of trainee teachers' leadership skills, as indicated by the scores in administrative, interpersonal, and conceptual skills, provides a comprehensive view of their capabilities. The administrative skill score of 78% suggests that trainee teachers are adept at handling organizational tasks such as scheduling, resource management, and the efficient execution of school activities. This proficiency is critical for ensuring that the day-to-day operations of educational institutions run smoothly, allowing for a stable learning environment.

The interpersonal skill score, also at 78%, highlights their strengths in communication, collaboration, and relationship-building. These skills are vital for fostering a positive school culture, resolving conflicts, and motivating both students and staff. Effective interpersonal skills enable trainee teachers to build trust and rapport, which are essential for leadership in an educational context where teamwork and community engagement are pivotal.

The highest score, 80% in conceptual skills, indicates a strong ability in strategic thinking, problem-solving, and vision-setting. This suggests that trainee teachers are capable of understanding complex educational challenges and devising effective strategies to address them. They can conceptualize innovative approaches to education, which is crucial for driving improvements and adapting to changing educational landscapes.

To further enhance and sustain their leadership skills, it is essential for trainee teachers to engage in continual learning. This can be achieved through participation in professional development workshops, seminars, and conferences that focus on the latest trends and techniques in educational leadership. Staying updated on new methodologies and innovations ensures that their skills remain relevant and effective.

Mentorship plays a crucial role in leadership development. By seeking guidance from experienced mentors, trainee teachers can gain invaluable insights and practical advice that bridge the gap between theoretical knowledge and real-world application. Mentors can provide support, share experiences, and help navigate the challenges of leadership roles.

Regular self-assessment is another key strategy. By periodically evaluating their own leadership skills, trainee teachers can identify strengths and areas for improvement. This process can involve self-reflection, as well as seeking feedback from colleagues, supervisors, and even students. Constructive feedback is essential for growth and development.

Moreover, practical experience is indispensable for honing leadership skills. Trainee teachers should be given opportunities to take on leadership roles in school projects, committees, and extracurricular activities. Such experiences allow them to apply their skills in real-world settings, build confidence, and learn from practical challenges and successes.

Networking is also important for professional growth. Building connections with other educators and leaders in the field can provide support, share best practices, and open up opportunities for collaboration. Professional networks can be developed through involvement in educational organizations and online communities.

The development of soft skills, such as emotional intelligence, adaptability, and effective communication, is critical for leadership success. Training sessions and workshops focusing on these skills can help trainee teachers better understand and manage their emotions, respond flexibly to changing situations, and communicate more effectively with diverse groups of people.

Setting clear, achievable goals is a motivational strategy that provides direction and purpose. Encouraging trainee teachers to set specific, measurable, attainable, relevant, and time-bound (SMART) goals for their leadership development can help them stay focused and track their progress.

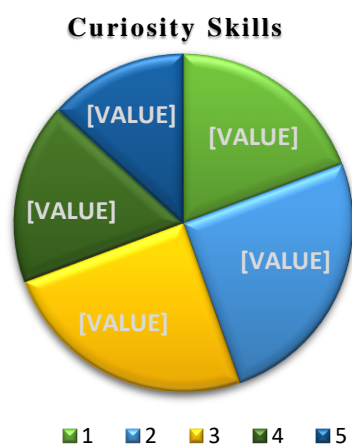
Reading leadership literature, including books and articles on educational leadership, can offer new perspectives and strategies. Creating a reading list of key texts and organizing discussion groups can enhance their understanding of leadership theories and practices.

Finally, engaging in community involvement can broaden trainee teachers' perspectives and develop their leadership skills outside the classroom. Participation in community service projects and local educational initiatives can provide additional contexts for applying their leadership skills and making a positive impact.

In conclusion, while the data indicates strong foundational leadership skills among trainee teachers, a multifaceted approach to ongoing development is essential. By focusing on continual learning, mentorship, self-assessment, practical experience, networking, soft skills development, goal setting, leadership literature, and community involvement, trainee teachers can further enhance their capabilities and effectively prepare for future leadership roles in education.

### Trainee Teachers' Curiosity Skills

The third instrument that has been tested was curiosity skills competence. The questionnaire was formulated with 18 items of positive and negative statement with Likert scale which adapted the five dimensions of curiosity from Kashdan, et. al. (2018) and Leslie (2014). The data described in the chart 3.



### **Chart 3. Trainee Teachers' Curiosity Skills**

The analysis of trainee teachers' curiosity skills, based on Chart 3, reveals varying levels of competence across the five dimensions of curiosity as defined by Kashdan et al. (2018) and Leslie (2014). The dimension of deprivation sensitivity scored at 62%, indicating that while trainee teachers have a moderate awareness of their informational and experiential gaps, there is room for improvement in their proactive seeking of missing knowledge. Joyous exploration, with a high score of 81%, highlights a strong enthusiasm for learning and discovery, a vital trait for educators who must continually engage with new ideas and pedagogical methods. Social curiosity, scoring 80%, suggests that these trainee teachers are highly interested in understanding others' perspectives, which can significantly enhance their interactions with students and colleagues, fostering a more inclusive and empathetic educational environment.

In contrast, stress tolerance scored 56%, pointing to a moderate ability to cope with stressful or uncertain situations. Given the often-challenging nature of educational environments, enhancing this dimension could help trainee teachers manage classroom dynamics and unexpected disruptions more effectively. Lastly, thrill seeking received the lowest score at 43%, indicating a low inclination towards risky or novel activities. While this might seem less relevant to the teaching profession, a moderate increase in this area could encourage more innovative and creative teaching approaches, though it is not inherently disadvantageous for their roles.

Overall, the data suggests that while trainee teachers exhibit strong curiosity in exploring new knowledge and social interactions, there is a need for balanced development in stress tolerance and deprivation sensitivity to fully capitalize on their curiosity in educational settings. Tailored professional development programs focusing on stress management, innovative thinking, and proactive learning could help enhance these competencies, ensuring trainee teachers are well-equipped to foster a dynamic and engaging learning environment for their students.

In summary, the trainee teachers seem to excel in joyous exploration and social curiosity, which are valuable attributes for educators. Their ability to deal with stress is moderate, and they show a lower inclination for thrill-seeking, which aligns with the responsible and focused nature of the teaching profession. It's essential to consider that these results offer insight into their curiosity competence and can help inform their teaching approaches and interactions with students.

### **Trainee Teachers' Reading Comprehension Skills**

The fourth competence that has been tested to trainee teachers is reading comprehension skill competence which adapted from Afflerbach et al., 2008; Khusniyah & Lustyantje, 2017; Yonata, 2017. The result shows that 81% reading comprehension skill score for trainee teachers, based on the 11 indicators provided, suggests a strong overall performance in their reading abilities. The researchers break down the analysis:

1. Summarization; a high score indicates trainee teachers are proficient in condensing text

into concise summaries, a valuable skill for teaching and communicating information effectively.

2. Retention of details; strong retention skills signify that trainee teachers can remember key information, aiding in their ability to explain and discuss content with students.
3. Making inferences; this is crucial for understanding and teaching subjects beyond the surface level, so a good score here is promising.
4. Identifying main ideas and supporting details; identifying the core concepts and their supporting elements is fundamental to comprehending and conveying information accurately.
5. Drawing connections; high scores indicate an ability to relate information, fostering a holistic understanding of topics and the ability to help students see the bigger picture.
6. Predicting outcomes; the capacity to anticipate the direction of a text or an event can enhance their ability to guide students effectively.
7. Analyzing author's purpose and tone; this reflects a deep understanding of the author's intent and the emotional nuances in text, enabling them to discuss literature more insightfully.
8. Question answering; proficiency in this skill is essential for engaging students and addressing their queries effectively.
9. Identifying text structure; understanding the organization of texts helps trainee teachers teach students how to approach different types of materials.
10. Visualization; the ability to create mental images from text can make the reading experience more vivid and enhance comprehension.
11. Monitoring comprehension; this indicates that trainee teachers can self-assess their understanding and make necessary adjustments during reading, a key skill for effective teaching.

The analysis of trainee teachers' reading comprehension skill competence, based on an 81% overall score across 11 indicators, demonstrates a robust proficiency in their reading abilities. This high score indicates that trainee teachers are well-prepared to understand and interpret various texts, a crucial aspect of effective teaching. The ability to summarize text concisely suggests they can effectively communicate complex information in a simplified manner, which is essential for classroom instruction. Their strong retention of details ensures they can remember and accurately convey key information, aiding in discussions and explanations.

The competency in making inferences is particularly promising, as it enables trainee teachers to understand and teach beyond the surface level, fostering deeper student comprehension. The skill of identifying main ideas and supporting details is fundamental, ensuring that trainee teachers can grasp and convey the essential components of texts accurately. High scores in drawing connections reflect their ability to relate information, helping students see the broader context and interrelationships between topics.

Proficiency in predicting outcomes indicates that trainee teachers can anticipate text directions, enhancing their ability to guide students through reading materials. Analyzing the

author's purpose and tone showcases their ability to understand the deeper meaning and emotional nuances of texts, enriching literature discussions. The ability to answer questions effectively is crucial for engaging students and addressing their queries, ensuring a dynamic and interactive learning environment.

Understanding text structure helps trainee teachers teach students how to approach and comprehend different types of materials, while strong visualization skills make the reading experience more vivid and engaging. Finally, monitoring comprehension, the ability to self-assess and adjust understanding during reading, is a key skill that reflects an adaptive and reflective teaching approach.

Overall, the 81% score across these indicators suggests that trainee teachers possess a comprehensive and well-rounded set of reading comprehension skills. This bodes well for their capacity to teach and inspire their students effectively. However, it is important to continually assess and address any specific areas needing improvement to ensure these skills are consistently and effectively conveyed in their teaching practices. This might include targeted professional development or additional practice in areas where individual scores may be lower, ensuring a balanced and thorough approach to reading instruction.

### Trainee Teachers' Managerial Skills

The last analysis is trainee teacher managerial skill which involve four indicators adapted from Imaniah (2019), namely: 1) planning & preparation for learning; 2) classroom management; 3) delivery of instruction; and 4) monitoring, assessment, and follow up. The result shows in chart 4:

**Managerial Skills**



**Chart 4. Trainee Teachers' Managerial Skills**

The analysis of trainee teachers' managerial skills, based on four key indicators adapted from Imaniah (2019), reveals a mixed yet promising landscape. The most striking finding is the exceptionally high score of 97% in planning and preparation for learning. This suggests that trainee teachers excel in designing lessons and curricular activities, ensuring they are thoroughly prepared to deliver structured and comprehensive educational experiences. Such high proficiency in planning is crucial as it forms the foundation of effective teaching, allowing teachers to create well-organized and goal-oriented learning environments.

In contrast, the score for classroom management stands at 77%, indicating that while trainee teachers are relatively adept at maintaining order and discipline, there remains significant room for improvement. Effective classroom management is essential for fostering a conducive learning atmosphere where students can focus and engage without disruptions. Enhancing skills in this area could involve strategies for better handling diverse classroom dynamics and maintaining consistent discipline.

The delivery of instruction score, at 73%, further highlights a potential area for development. Although trainee teachers are well-prepared in their lesson plans, translating these plans into effective teaching practices is where challenges arise. Improving instructional delivery could involve adopting more innovative, interactive, and student-centred teaching methods to better engage students and enhance their learning experiences.

Finally, a score of 80% in monitoring, assessment, and follow-up indicates that trainee teachers are proficient in tracking student progress and utilizing assessment data to inform instruction. This competency is crucial for identifying students' strengths and weaknesses, allowing for tailored support and interventions. However, even in this relatively strong area, there is potential for growth in providing more meaningful feedback and individualized follow-up to address each student's unique learning needs.

In summary, while trainee teachers exhibit exceptional planning and preparation skills, there is a need for further development in classroom management and instructional delivery to maximize their effectiveness as educators. Additionally, while they demonstrate good abilities in monitoring and assessment, enhancing these skills can lead to more personalized and impactful teaching. Focusing on these areas through targeted professional development and practical experience will help trainee teachers refine their managerial skills and become more effective in fostering a productive and engaging learning environment.

The strength of our study, lies in its novel approach to assessing the preparedness of English trainee teachers for the evolving demands of Society 5.0, with a focus on bridging the gap between existing teacher competencies and the specific requirements of a digitally integrated world. Our research provides valuable insights into how future educators are being prepared for an educational landscape that is increasingly defined by advanced technologies and human-centred innovation.

By evaluating the competencies in communication skills, leadership, curiosity, reading comprehension, and managerial skills, our study offers a comprehensive view of the foundational strengths of trainee teachers. The results demonstrate strong performance in managerial skills and reading comprehension, which are essential for effective teaching in both traditional and digitally enhanced environments. This provides a strong baseline for understanding the readiness of trainee teachers in these key areas.

What sets our study apart from existing literature is its focus on evaluating trainee teachers' preparedness for the challenges of Society 5.0, a concept that integrates advanced technologies, human-centred approaches, and the evolving needs of the education sector. While previous studies such as those by Meniado, (2023) and Rohmah & Musawir (2024) discuss the importance of digital literacy and the integration of technological tools into teaching, our study specifically examines the competencies of English trainee teachers. This

focus is critical because it addresses an area often overlooked in teacher development research—the preparedness of future educators to navigate the complexities of a digitally integrated, interconnected society.

Our study contributes to the discourse on Digital Language Teaching 5.0, which emphasizes the necessity for educators to possess competencies in digital content creation, problem-solving, and adaptability. These skills are essential for future teachers to successfully integrate technologies from Industry 5.0 into their pedagogical practices. The emphasis on these competencies highlights the need for pre-service teachers to undergo comprehensive professional development, which prepares them for the challenges of both digital and human-centric teaching environments in Society 5.0.

In addition, our findings on managerial skills provide an essential insight into how trainee teachers are preparing to handle classroom environments that incorporate digital tools, ensuring that they are equipped not just for traditional teaching but also for managing classrooms that blend technology with pedagogy. This area of strength is crucial for fostering environments where both students and teachers can thrive in a digital age.

Lastly, our study points to the global adaptability of Society 5.0 principles, indicating that future research could examine how these principles are adapted in different cultural and educational contexts. This could offer a deeper understanding of how to tailor teacher training to meet the diverse needs of educators worldwide. Overall, our study lays the groundwork for further research that can refine and enhance teacher preparation for the rapidly evolving demands of Society 5.0.

## **CONCLUSION**

Based on the results of the five skills tested for trainee teachers, the researchers conclude that trainee teachers demonstrate a generally strong skill set. The overall scores are as follows: communication skills at 72%, leadership skills at 79%, curiosity skills at 80%, reading comprehension skills at 81%, and managerial skills at 82%. These results indicate particularly high competence in managerial skills and reading comprehension, suggesting that trainee teachers are well-prepared in these areas.

The competences assessed in the study—communication, leadership, curiosity, reading comprehension, and managerial skills—show that trainee teachers have a solid foundation to compete in the education field. However, to determine their readiness for the challenges of Society 5.0, a more comprehensive evaluation is necessary. This should include competences such as adaptability, critical thinking, digital literacy, and problem-solving skills, which are crucial for navigating the complexities of a rapidly changing society.

In summary, while trainee teachers show strong foundational skills, especially in managerial and reading comprehension, further evaluation encompassing a broader range of competences is needed to comprehensively assess their preparedness for future educational challenges.



## REFERENCES

- Abad-Segura, E., González-Zamar, M. D., Infante-Moro, J. C., & García, G. R. (2020). Sustainable management of digital transformation in higher education: Global research trends. *Sustainability (Switzerland)*, 12(5). <https://doi.org/10.3390/su12052107>
- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying Differences Between Reading Skills and Reading Strategies. *The Reading Teacher*, 61(5), 364–373. <https://doi.org/10.1598/rt.61.5.1>
- Alsharif, Dalal., & Shukri, Nadia. (2018). Exploring Pedagogical Challenges of ESP Teachers at a Saudi Arabian University. *International Journal of Asian Social Science*, 8(10), 841–855. <https://ideas.repec.org/a/asi/ijoass/2018p841-855.html#download>
- Archiyesa, C. A. (2019). Education Strategy towards Digital Competences in Welcoming Society 5.0. *Journal Basic of Education*, 4(3), 33–45.
- Bond, M., Marín, V. I., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Digital transformation in German higher education: student and teacher perceptions and usage of digital media. *International Journal of Educational Technology in Higher Education*, 15(1), 1–20. <https://doi.org/10.1186/s41239-018-0130-1>
- Department of Education and Training. (2004). *Competency Framework for Teachers*. Dept. of Education and Training.
- Dwiningrum, S. I. A. (2021). Strengthening resilience for learning transformation and anticipatory education in the era of society 5.0. Educational Innovation in Society 5.0 Era: Challenges and Opportunities: Proceedings of the 4th International Conference on Current Issues in Education (ICCIE 2020). *Proceedings of the 4th International Conference on Current Issues in Education*.
- Ellitan, L. (2020). Competing in the Era of Industrial Revolution 4.0 and Society 5.0. *Jurnal Maksipreneur: Manajemen, Koperasi, Dan Entrepreneurship*, 10(1), 1. <https://doi.org/10.30588/jmp.v10i1.657>
- Imaniah, I. (2019). Microteaching as a learning effective teaching. *Asian EFL Journal*, 24(4).
- Kashdan, B. T., Disabato, J. D., Goodmman, R. F., & Naughton, C. (2018, September). The Five Dimensions of Curiosity. *Harvard Business Review*.
- Khusniyah, N. L., & Lustyantje, N. (2017). Improving English Reading Comprehension Ability through Survey, Questions, Read, Record, Recite, Review Strategy (SQ4R). *English Language Teaching*, 10(12), 202. <https://doi.org/10.5539/elt.v10n12p202>
- Kylliäinen, J. (2019, April 26). *The Importance of Innovation - What Does it Mean for Businesses and our Society?* A Hype Innovation Company.
- Leslie, I. (2014). *Curious: The Desire to Know and Why Your Future Depends on It*. Curiosity Quiz (NFC Quiz) - staycurious.org
- Maharani, A. A. P., Murtini, N. M. W., & Arsana, A. A. P. (2023). Smart Society 5.0: The Digital Literacy Readiness of the English Teachers. *English Review: Journal of English Education*, 11(2), 325–334. <https://doi.org/10.25134/erjee.v11i2.7319>
- Masami, H., Fragkiadaki, G., Fleer, M., Rai, P., Dwiningrum, S. I. A., & Ahmad, A.R., Awang, M.M., Mohamad, N. A. (2020). Educational Innovation in Society 5.0 Era: Challenges and Opportunities. In Y. P. Purnomo & Herwin (Eds.), *Routledge Taylor & Francis Group*. Routledge Taylor & Francis Group.
- McGuinness, C., & Fulton, C. (2019). Digital literacy in higher education: A case study of student engagement with e-tutorials using blended learning. *Journal of Information Technology Education: Innovations in Practice*, 18, 1–28. <https://doi.org/10.28945/4190>
- McMillan, J. H. (2000). Fundamental Assessment Principles for Teachers and School Administrators. *Practical Assessment, Research & Evaluation*, 7(8). <http://pareonline.net/getvn.asp?v=7&n=8>.

- Meador, D. (2019, May 4). Strategies for Teachers: The Power of Preparation and Planning. *ThoughtCo*.
- Meniado, J. C. (2023). Digital Language Teaching 5.0: Technologies, Trends and Competencies. *RELCJournal*, 54(2), 461–473.
- Minister of National Education. (2007). *Regulation of the Minister of National Education about Teacher Qualification and Competency Standards*.
- Mohamed, Z., Valcke, M., & De Wever, B. (2017). Are they ready to teach? Student teachers' readiness for the job with reference to teacher competence frameworks. *Journal of Education for Teaching*, 43(2), 151–170. <https://doi.org/10.1080/02607476.2016.1257509>
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: practical approaches for teachers*. Addison Wesley Publishing Company.
- OptimalThinking.com. (n.d.). *Communication Skills Assessment Quiz*. Retrieved July 1, 2023, from Interpersonal Communication Skills Assessment Quiz (optimalthinking.com)
- Pitula, B. (2021). The Teacher and the Idea of Society 5.0 – Initial Diagnosis of the Problem. *Polish Political Science Yearbook*, 50(1), 1–17. <https://doi.org/10.15804/ppsy202107>
- Pratama, A. R., Saputra, A. M., Pratiwi, M. I., & Lestari, N. I. (2022). *Student Teachers's Readiness to Face Society 5.0 Challenges: Are They Ready to Teach with Competencies Needed?*
- Rahmawati, M., Ruslan, A., & Bandarsyah, D. (2021). The Era of Society 5.0 as the unification of humans and technology: A literature review on materialism and existentialism. *Jurnal Sosiologi Dialektika*, 16(2), 151. <https://doi.org/10.20473/jsd.v16i2.2021.151-162>
- Richards, J. C. (1996). *Teachers as Course Developers*. Cambridge University Press.
- Rohmah, S. M., & Musawir, M. (2024). Analisis Kesiapan Tenaga Pendidik dalam Menghadapi Era Society 5.0 di SMP Al-Muslim Sidoarjo. *ISLAMIKA*, 6(2), 434–447. <https://doi.org/10.36088/islamika.v6i2.4410>
- Sage Publication. (n.d.). *Developing Leadership Skills*. Retrieved July 1, 2023, from [https://www.sagepub.com/sites/default/files/upm-binaries/24173\\_P81\\_82.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/24173_P81_82.pdf)
- Spector, J. M. (2014). Emerging educational technologies: Tensions and synergy. *Journal of King Saud University - Computer and Information Sciences*, 26(1), 5–10. <https://doi.org/10.1016/j.jksuci.2013.10.009>
- Stošić, L. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education*, 3(1), 111–114. <https://doi.org/10.23947/2334-8496-2015-3-1-111-114>
- Supendi, A., & Nurjanah. (2019). Society 5.0: Is It High-Order Thinking? *Global Perspective on 21st Elementary Education*, 2(1), 1054–1059.
- UNESCO. (2023, April 20). *Japan pushing ahead with Society 5.0 to overcome chronic social challenges*. UNESCO.
- Vos, D. (2018). *Education in Modern Society*. <https://www.researchgate.net/publication/342448251>
- Yonata, F. (2017). *The Effect of Applying the Talk-To-The-Text Strategy on Students' Reading Comprehension in Narrative Texts*.