

# Development of Professional Competence of Elementary School Teachers with Multiple Intelligences Approach in the Era of Society 5.0.

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**Abstract.** Teachers are the pillars of education in Indonesia, therefore teachers must have basic competencies, such as: (1) pedagogical competence, (2) personality competence, (3) social competence and (4) professional competence. The development of professional competence of elementary school teachers is accompanied by the development of increasingly complex times. The development of the times has entered the era of society 5.0. an era where all people will be in direct contact with technology. The presence of technology in the era of society 5.0. will not be denied anymore, therefore teachers must be able to understand and develop the progress of the times by innovating in the learning process. The development of the concept of society 5.0. in the 21st century gave rise to the theory of multiple intellectual intelligence (Multiple Intelligence). This type of research is descriptive qualitative research. The purpose of this research is to find out the development of teacher professional competence through a multiple intelligence approach in the 5.0 era. able to contribute to the world of education.

## INTRODUCTION

Professional competence is the main benchmark for teachers. Teacher professionalism is the driving force in realizing education in accordance with educational goals. Professionalism must be developed for a better future of education in Indonesia. Professional teachers are teachers who provide good and sincere services to students. (Martínez, 2013). Teacher professional ability is the ability, expertise, skills of basic educators that must be controlled by teachers. (Sutikno, 2018). Improving the quality of education must start with teachers and end with teachers, because teachers are the pillars of education (Nursalim, 2017). Professional competence is seen as a very important competence to bring change in the world of education (Putra & Negara, 2021).

Teachers play a pivotal role in the education system of Indonesia. It is imperative for educators to possess a diverse set of fundamental skills, namely pedagogical competence, personality competence, social competence, and professional competence, as outlined in Law Number 14 of 2005 concerning Teachers and Lecturers Chapter 10 paragraph (Musa, 2016). These competencies are contained in Law Number 14 of 2005 concerning Teachers and Lecturers Chapter 10 paragraph (1) which mandates that teachers must have pedagogical competence, personality competence, social competence, and professional competence. The four competencies are integrating and become a unity that characterizes professional teachers (Ardiansyah et al., 2020). In line with the Prophet's hadith which states that the problem of expertise that must be possessed by a teacher as a person who carries out the task of educating, which means "From Abu Huroiroh RA Rasullullah SAW has said that if a case is handed over to someone who is not an expert, then wait for its destruction". Professional competence must be applied by teachers to develop superior generations, not easily provoked and divided. Teachers are the key in improving the success of education and making determinants of educational success and increasing the potential of students for the advancement of the Indonesian nation (Haryati et al., 2022). In education, teachers are the change-makers who will have a major impact on education in Indonesia (Wijayanti et al., 2016).

Along with the development of the times, teacher competence must be adjusted to the development of technology which is increasingly advancing rapidly, teachers are required to be more flexible and reliable to

problems and challenges. At this time teachers will be faced with the era of society 5.0. Era society 5.0. is a concept of society initiated by the Japanese government to anticipate global trends due to the industrial revolution 4.0 (Jakaria Umro, 2020) where humans will be replaced by sophisticated machines or robots (Dinna Rin Agustina, 2019). According to (Hermawan et al., 2020) Society 5.0. is intelligence that is deliberately created to pay attention to the human side related to the field of life and is expected to be able to become a new order in society. Technology will dominate and do everything online or remotely with a wider range of space and requires a short time. (Nastiti & Abdu, 2020) Certainly, this will have an impact on the education system in Indonesia, especially on teachers, who will feel the impact of the era of society 5.0. Teachers must prepare well, including professional competencies that must be improved in order to face the era of society 5.0.

with the existence of society 5.0. changes the existing education system in Indonesia. Changes in education and learning will inevitably occur, changes must begin through the development of teacher competence. (Royani, 2020). In the era of society 5.0. learning makes human resources (teachers and students) the object of innovation in learning. (Gunawan et al., 2020). The utilization of technology plays a big role in learning in society 5.0 era. (Parwati & Pramatha, 2021) Technology-oriented learning is expected to facilitate learning so that it is time-efficient.

The development of the concept of society 5.0. in the 21st century gave rise to the theory of multiple intelligences. Multiple Intelligence is the ability that children have that is not the same between one another because these abilities are diverse. Multiple intelligence is a combination of brain intelligence, emotional intelligence, and spiritual intelligence (Habibi et al., 2017). The multiple intelligences in children need to be developed, through the intermediary of qualified and professional teachers. Therefore, this research exists to find out the development of teacher professional competence through a multiple intelligence approach in the 5.0 era. This research is able to contribute to the world of education.

## RESEARCH METHOD

This type of research is qualitative research and this type of research is descriptive. The research is used to describe the development of elementary school teachers' competencies through the Multiple Intelligences approach in the era of society 5.0. Descriptive research is research conducted to determine the value of independent variables, either one or more variables without making comparisons or connecting with other variables. (Hermansyah, 2020). This research uses a conceptual normative phenomenological approach, which seeks to understand the meaning of events and their relationship to concepts and theories and tries to find and describe the characteristics of the problem to the object (Moleong, 2016) The place and time of the research was SDN 02 JETIS. The population in this study were elementary school teachers at SDN 02 JETIS. Data collection techniques were carried out with questionnaires, interviews, and observations. The data analysis technique uses the Spradley model where there are four stages in data analysis, such as; (1) domain is used to determine the general description of a social event, (2) taxonomy is used to deepen data collection, (3) componential is used to find differences or gaps in the domain, (4) cultural themes are used to determine the interrelationships in events and integrate them (Spradley, 1997).

## RESULT AND DISCUSSION

Teachers play a crucial role in achieving educational objectives within schools. The effectiveness of the teaching and learning process largely depends on the teaching skills exhibited by educators. For the teaching and learning process to be successful, it is imperative that teachers possess the necessary qualifications and competencies. These competencies, outlined as pedagogic competence, personality competence, social competence, and professional competence by (Hendri & Edi, 2010). are fundamental requirements for teachers. These four competencies should be ingrained in the essence of a teacher, serving as essential prerequisites for executing their professional duties proficiently and with utmost dedication.

Teacher professionalism is the competence of teachers to be able to manage themselves and carry out their duties as teachers properly and professionally. The task of teachers is not only to distribute material to students, but teachers must be able to develop the potential that exists in students, because these potentials will later give birth to young generations who are talented and competent in their fields, thus professionalism in teachers is a part that must continue to be developed in order to maintain the quality of teachers. Qualified teachers are an absolute requirement in the professional development of teachers in the education system. Quality education is education that can develop the competitiveness of a country, so that the country will not easily waver due to provocation and intimidation from any party (Paramarta, 2020). Therefore, teachers have a broad share to improve

human resources through today's young generation, thus professional teachers are needed to advance education in Indonesia.

Professional teachers are teachers who have good skills in themselves and have good attention to the development of students. Therefore, teachers as professional educators are teachers who have qualifications that are in accordance with their fields of expertise. Qualifications that must be possessed by professional teachers are teachers who have good academics, competence, and educator certificates that must be in accordance with certain levels of education (Surya, 2003). Teachers' professional competence is related to mastery of the learning materials they teach, basic competency standards of subjects, creative learning development, professional development and reflection actions, and the use of information technology that keeps up with the times. (Sagala, 2009).

The evolution of teachers' professional competence is closely intertwined with the complexities of our rapidly advancing era, now characterized as the Society 5.0 era. In this era, where direct interaction with technology is inevitable for everyone, teachers must adeptly comprehend and adapt to the ongoing technological progress by integrating innovation into the learning process. Developing teacher competencies becomes indispensable in enhancing their professional abilities to fulfill their responsibilities. In Society 5.0, the role of teachers extends beyond traditional teaching methodologies. They are not merely disseminators of knowledge; instead, they are catalysts for nurturing students' imagination and creativity. In this paradigm, teachers no longer hold absolute authority in the classroom; students actively engage by sharing perspectives, critiquing problems, and collaboratively finding solutions. Moreover, teachers are entrusted with the crucial task of instilling core character values in students, a responsibility that cannot be replaced by machines or robots, as emphasized by Kamila and Wati in 2019. In the midst of the Society 5.0 era, preserving and cultivating these character values is paramount. It is through this preservation that students can uphold societal norms and evolve into cultured individuals, contributing positively to the ever-changing landscape of our society by (Kamila & Wati, 2019). Character values must be maintained in the era of society 5.0. to shape the character of students who maintain norms and make civilised human beings.

The 21st century has brought forth many extraordinary things, including the theory of intelligence. At this time we are introduced to the theory of multiple intelligences, commonly called multiple intelligences. The theory of multiple intelligences was introduced by Howard Gardner in his book *Frames of Mind* (1983). Gardner said that basically humans have seven types of intelligence that are owned within themselves. The seven intelligences in question are linguistic intelligence (language), mathematical intelligence, spatial intelligence, kinesthetic intelligence, physical intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence. Over time Gardner wrote another book in 2000 in his book *Intelligence Reframed* in which two additional types of human intelligence were written. Gardner added naturalist intelligence and existentialist intelligence, therefore compound intelligence becomes nine types. The theory of multiple intelligences in the 21st century is able to occupy and dominate the theory of intelligence that existed before (Abidin, 2017).

The theory of intelligence is increasingly developing, human intelligence is no longer seen from the academic achievement or IQ of a child. Multiple intelligence measures humans from various aspects so that it cannot assess the intelligence of students from the value of assignments and answering material from subjects alone, but multiple intelligence measures intelligence based on: (1) learners' intelligence in solving a problem that occurs in life (problem solving). (2) learners' intelligence in finding new problems to be solved. (3) learners' intelligence to contain something new and innovative for someone. Therefore, multiple intelligences is a theory that looks down on learners, and assumes that each learner has a natural talent in their respective fields.

Multiple intelligences create a new perspective that intelligence does not mean talented in mathematics but intelligence includes the ability of learners to solve and resolve problems, create works and provide services that are acceptable to society. The important points contained in multiple intelligences are (1) humans have nine intelligences in various levels, (2) everyone's intelligence is not the same, (3) can improve education and assessment of learners can use multiple intelligences, (4) intelligence that exists in humans occupies different brain areas, (5) the nine intelligences can be used between each other, (6) the nine intelligences in multiple intelligences can determine the type of human being (Taryatman & Astudidwiningrum, 2020).

## **Competency Development for Primary School Teacher Professionalism**

The development of professionalism competence of primary school teachers in Jaten sub-district is described through the professional aspects of teachers as follows:

### *Development of Primary School Teacher Learning Theory with Multiple Intelligence approach*

Learning is the process of change in the behaviour of learners, the changes that occur are due to the interaction between the teacher and the transfer of knowledge to students (Heinich, 1999). Learning is the activity of developing knowledge and skills as a guide in interacting with the environment. (Wahab & Rosnawati, 2021). Learning is a process of self-development from not knowing to knowing, from not being able to walk to being able to walk, not being able to read to being able to read. Teachers as educators have a role to assist the learning process of students, therefore the theory of learning in teachers every time the times must experience development. The development serves to launch teaching and learning activities in the classroom.

**TABEL 1.** Primary School Teacher Learning Theory Development

	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teacher's understanding of learning theories	Understanding learning theory is a key aspect in the development of learning theory. Learning theory is the key to successful learning	23	71,78%	9	28,22%
2.	Teachers' understanding of the principles of educative learning	Understanding the principles of educational learning is carried out to improve the quality of teachers in carrying out learning.	25	78,12%	7	21,88%
3.	Active involvement of learners	Active learner engagement develops and enhances the quality of learning for learners.	28	87,50%	4	12,50%

The development of learning theory can be assessed through several aspects, such as teacher mastery of learning theory, teacher understanding of the principles of educational learning and learner involvement. The results of filling out the questionnaire and processing the data obtained the fact that the first aspect of the teacher's mastery of learning theory is good with a percentage of 71.78% or as many as 23 teachers have mastered learning theory and teachers who have not mastered learning theory are at 28.22% or equivalent to 9 teachers, agreeing with the theory of learning (Marzuenda, 2020) Mastery of learning theory in teachers is expected to be able to guide, direct and teachers can design the right learning model for their students.

The second aspect of the teacher's understanding of the principles of educational learning has been carried out well with a percentage of 78.12% teachers have applied educational learning principles in the teaching and learning process and 21.88% have not understood the principles of educational learning, the application of educational learning principles carried out by teachers in class includes providing students with motivation, not differentiating students, providing reinforcement to students. The third aspect of involving students actively has been implemented very well with a percentage of 87.50% teachers have been able to involve students in the teaching and learning process, but there are still 12.50% who are still passive and do not actively involve students (student center).

The results of observations conducted by several elementary school teachers in Jaten sub-district show that teachers can master learning theory and apply the Multiple Intelligence approach well. The learning process in the classroom involves students actively. The active involvement of students can stimulate creativity in students. (Munandar, 2004). The teacher who guides has directed that the interests of students' talents can be seen and explored their potential, in the multiple intelligence approach creativity becomes the benchmark for success in a class. (Rahmi & Salim, 2017). Student creativity if developed properly will form the character of students who are independent and dare to express ideas (Semiawan, 2005). Teachers have also been good at developing the teaching and learning process and m packed interestingly and not monotonous. Therefore, it can be said that the teacher has mastered learning theory well and has been able to implement the multiple intelligence approach in the learning process.

### *Primary School Teacher Learning Method Development*

The development of teacher learning methods is one aspect of developing the professionalism of primary school teachers. Learning methods are one of the elements in learning activities (Khairunnisa & Jiwandono, 2020). Learning methods serve to assist teachers in achieving learning objectives.



**TABEL 2.** Development of Learning Methods for Elementary School Teacher

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teacher understanding of learning methods	Mastery of learning methods is a benchmark in teaching and learning activities. The use of learning methods aims to facilitate the transfer of knowledge to students.	23	71,87%	9	28,13%
2.	Development of various learning methods	Variations in learning methods are needed for teaching and learning activities, the selection of good learning methods will increase students' motivation in understanding the material.	20	62,50%	12	37,50%

The development of learning methods of elementary school teachers can be assessed from several aspects, such as (1) Teacher mastery of learning methods, (2) Development of variations in learning methods. The results of filling out the questionnaire and processing the data found the fact that the mastery of learning methods by teachers in Jaten District is good at a percentage of 71.87% or as many as 23 teachers have mastered good learning methods for students, but there are still 28.13% or 9 teachers who have not implemented learning methods well enough, this must be improved again because learning methods are useful for increasing effectiveness in learning (Widayanti, 2013). The second aspect assessment is the development of a variety of learning methods in teachers in Jaten Subdistrict at a percentage of 62.50% or 20 teachers have used variations in learning methods that are not monotonous such as lectures but methods used such as demonstrations, experiments, discussions. Teacher professionalism in determining learning methods affects student learning outcomes (Yuwanita et al., 2020). Teachers use methods that are still monotonous at a percentage of 37.50% or around 12 teachers have not used interesting learning methods, this can result in students being easily bored and not eager to learn, teachers who dominate the teaching and learning process result in students being passive, thus the use of correct methods and in accordance with the character of students is needed to support the success of learning (Susilo & Khabibah, 2010).

The results of observations of primary school teachers in Jaten sub-district show that the methods used in the teaching and learning process have been running properly, teachers do not only use one learning method to carry out teaching and learning activities. The use of varied learning methods will increase student motivation to learn. (Abroto et al., 2021). The teacher has prepared a lesson plan beforehand to determine the learning model and methods to be used. The learning methods used are student-centred, such as discussion, question and answer, problem solving, experimentation. The method is used to stimulate the creativity of students so that later it can bring out brilliant ideas from students and hidden talents can be honed from within students. (Khoiroh, 2017). Various and fun methods can improve learning outcomes in students, and make students easily understand the material provided by the teacher (Tanjung & Nababan, 2016).

#### *Primary School Teacher Learning Media Development*

Media development is one aspect of developing the professional competence of primary school teachers. Learning media is an intermediary tool used to convey a subject matter (Apriliani & Radia, 2020). Learning media can be in the form of books, power points, videos, pictures, posters and so on that can support learning can be said to be learning media.

The use of media in the teaching and learning process can be used by students as a means of developing creativity within themselves, besides that it can change the pattern of learning which initially learning tends to be teacher-oriented and only listening to material. Along with the development of technology, the role of learning media is very important, with the use of media students can explore themselves and be actively involved in the learning process so that the material presented can be absorbed by students. (A. K. Dewi & Surur, 2021). The use of media is also very useful for students who are still in the concrete operational phase, students in that phase need examples of real objects to be able to understand the material presented by the teacher (Batubara, 2017).

**TABEL 3.** Dasar Primary School Teacher Learning Media Development

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Developing teacher creativity in using learning media	Teacher creativity in using learning media aims to create a class that is not monotonous and active in participating in learning.	30	93,75%	2	6,25%
2.	The use of IT technology as a teaching tools	The utilization of IT technology as a teaching medium is very useful in the era of society 5.0. where all activities use technology more	17	53,12%	15	46,88%

Primary school teachers' learning media can be assessed from various aspects, such as (1) Development of teacher creativity in using learning media, (2) Utilization of IT technology as teaching media. The results of filling out questionnaires and processing data show that in the first aspect of developing teacher creativity in using learning media is very good at a percentage of 93.75% or 30 teachers have used interesting learning media and are not only fixated on books but with videos, pictures, posters, and other props that are attractively packaged. The use of various learning media can increase the effectiveness of learning so that it can improve the quality of learning (Winda & Dafit, 2021). The use of learning media at this time is not limited to books but the use of IT, the use of IT technology in line with the use of media must be in accordance with the material, learning objectives, and student interests (Aras, 2019). The results of filling out the questionnaire show that 53.12% or 17 teachers have implemented the use of IT, for example by using power points, animated videos in delivering material, but there are still 46.88% or as many as 15 teachers have not implemented the use of IT technology properly and still use conventional media to conduct learning such as books and posters. (Setiawan, 2019).

**TABEL 3.1.** Utilization of IT-based Learning Media

Learning Media	Frequency	Percentag
Learning Videos (Youtube)	12	37,5%
Power point	17	53,12 %
E-book application	1	3,13%
Google meet / zoom	2	6,25%

The results of observations show that the use of learning media for elementary school teachers has shown progress. In the learning process teachers do not only use books as learning media, teachers are very varied in using media such as displaying learning videos via YouTube at a percentage of 37.5% or around 12 teachers have been able to take advantage of YouTube video learning media as a learning support. The use of YouTube can support learning to be more interesting and realistic so that it is suitable for elementary school (Mutmainnah, 2020). The use of power point is still popular at a percentage of 53.12% or 17 teachers use power point, because the use of power point is efficient and relatively easy to reach. Learning using power point is also considered to be able to shorten the long learning time into a short time (Ikawati & Kurniawati, 2016). The use of e-book applications or google meet is still less desirable because it is considered inefficient during face-to-face learning. The use of media is fairly good and has kept up with current technological developments, teachers are also willing to learn and are not discouraged to find out relevant learning media in the 21st century. The use of learning media is in line with the multiple intelligence approach that involves students actively and develops talents that match their interests.

*Primary School Teacher Classroom Management Development*

The success of the learning process lies with the teacher, the classroom teacher's role is to manage and teach. Classroom management is carried out to create a good, conducive and comfortable classroom condition when used by students to carry out the learning process. (Nurhalisah, 2010). Classroom management is a determining factor for learning to run well and become a benchmark for learning objectives (Mutiramases et al., 2021), learning objectives will be achieved if classroom management is done well and vice versa if classroom management is not done well, it is certain that learning objectives will not be achieved properly.

Classroom management for elementary school students must pay attention to certain criteria, teachers must be able to understand the characteristics of elementary school students who like to play, like to move, like to explore new things because to determine teaching strategies, teachers must understand the characteristics of elementary school students who like to play, like to move, like to explore new things (Septianti & Afiani, 2020). Classroom management must create a happy atmosphere for students so that children are not easily bored and students will not feel afraid to take part in learning, in classroom management teachers must also be able to establish familiarity with their students (Zulvira et al., 2021). Class management increases the motivation of students before starting learning, and makes students trust the teacher, thus the level of activeness of students will increase and students can explore their creativity by asking about things they don't know with confidence and not feeling afraid. Thus, the implementation of teaching and learning activities does not focus on the teacher as a material provider and students as recipients of material, but students tend to actively ask things they don't understand. (Hutagaol, 2013).

**TABEL 4.** Development of Classroom Management by Primary School Teachers

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teacher development in cultivating student activeness in the classroom	Class management needs to be considered in order to support success in learning, class management is expected to be able to increase student activeness.	28	87,50%	4	12,50%
2.	Ability to create a joyful classroom	The creation of a joyful class is a benchmark for the teacher whether the teacher can manage the class well.	25	78,12%	7	21,88%

The development of classroom management of elementary school teachers includes two aspects, such as (1) Teacher development in processing student activeness in class, (2) The ability to create a happy class. The results of the questionnaire on the first aspect of teacher development in processing classroom activeness are at a percentage of 87.50% or 28 teachers have carried out activities that increase activeness in the classroom, for example by asking questions, discussions, experiments, games and so on because the form of student activeness can be seen from student participation in following and playing an active role in conveying and paying attention to the material presented by the teacher (Simanjuntak, 2020).

The observation results show that there are differences in classroom management carried out between young teachers and teachers who have more advanced age, because age determines the level of student success (Purnamasari et al., 2020). The influence of classroom success can also be assessed by the teacher's ability, motivation, and the performance quality. (Rowan et al., 1997). Teachers who have a young age tend to be more active in bonding with students, and use varied methods that make students more enthusiastic about participating in lessons. In teachers who have advanced age, teachers tend to have an extra disciplined attitude so that students tend to be silent and feel very afraid to follow learning, with high discipline the learning process takes place conducive but students tend to listen to material from the teacher. Learners become shy when they will express their answers or opinions in public but, on the other hand, teachers with advanced age still have high motivation that can increase student success in learning (Mertler, 2016). The implementation of classroom management depends on the personality of each teacher but it would be better if the teacher applies a happy and fun classroom management so that students will be free to develop their ideas and thoughts. The implementation of classroom management can be further improved in order to get a child-friendly classroom.

*Primary School Teacher Learning Evaluation Development*

Another element in developing the professional competence of primary school teachers is learning evaluation. Evaluation in learning is an important element that must exist to improve the quality of teachers in delivering learning (Riadi, 2019). Learning evaluation aims to find out how far the ability of students has been achieved, it is used as a reference to determine the learning that will be given next (Izza et al., 2020).

**TABEL 5.** Development of Primary School Teacher Learning Evaluation

No	Aspect	Description	F	(Yes)%	F	(No)%
1.	Teachers' ability to develop evaluation plans	Teachers' ability to develop an evaluation plan is the key to successful evaluation in learning.	20	62,5%	12	37,5%
2.	Teacher's ability to collect data	The ability to collect data for teachers is very important to determine what type of measurement will be used.	15	46,87%	17	53,13%
3.	Teacher's ability to verify data	Data verification is used to perform data processing for use in evaluation	22	68,75%	10	31,25%
4.	Teacher's ability to process and analyze data	The teacher's ability to process data is needed to get the results of the data that has been evaluated.	25	78,12%	7	21,88%

The development of primary school teachers' learning evaluation can be assessed from several aspects, namely (1) the teacher's ability to develop an evaluation plan, (2) the teacher's ability to collect data, (3) the teacher's ability to verify data, (4) the teacher's ability to process and analyse data. Judging from the results of the analysis, it was found that the teacher's ability to compile an evaluation plan was at a percentage of 62.5% or equal to 20 teachers already had the ability to plan evaluation results in learning but as many as 12 teachers or equivalent to 37.5% had not applied evaluation planning properly, where evaluation becomes a reference for how far students can understand the material. (Riadi, 2019). The teacher's ability to collect data is not good enough, as many as 17 teachers or equivalent to 53.13% have not been able to collect data properly, while the teacher's ability to verify data is at a percentage of 68.75% or equivalent to 22 teachers who have verified the data properly, but as many as 31.25% or 10 teachers have not verified the data properly. Teachers' ability to process and analyse data is at a percentage of 78.12% or equivalent to 25 teachers who have processed data well, on the other hand 21.88% of teachers have not been able to analyse and process data properly. Aspects of learning evaluation skills in elementary school teachers must continue to be developed because evaluation is a picture of the extent to which students understand the material (Basri, 2017). From the results of the data analysis above, it can be described that the professional competence of primary school teachers seen from several aspects can be described in the diagram below:

The professional competence of primary school teachers in Jaten Sub-district assessed from five aspects is good, but still needs better improvement. The aspect of development that is best mastered by primary school teachers in Jaten Sub-district is classroom management, with a percentage of 23%, the most superior among other aspects. Proper classroom management is useful for improving harmonious relationships between students and teachers (Husna, 2020) this is in accordance with research conducted (Yanti, 2015) The title of the research on teacher skills in classroom management is that good classroom management will improve the quality of student learning, increase students' understanding of material and can improve student academic achievement, classroom management is relevant to what is done by elementary school teachers in Jaten, teachers have been able to revive a happy classroom atmosphere at a percentage of 78.12% and teachers have been able to cultivate student activeness in the classroom at a percentage of 87.50% .

Aspects that are still lacking in the development of professional competence of primary school teachers in Jaten Sub-district are aspects of learning evaluation and learning methods. Evaluation plays an important role for teachers, where teachers can find out the extent to which students understand the material. (Aulia et al., 2020). Evaluation of elementary school teachers occupies a percentage of 18%, meaning that teachers are not good enough in conducting evaluations, this will certainly have an impact on students if evaluations are not carefully



developed, because with evaluation teachers can find solutions to children's learning problems (Sudjiono, 2006). The aspect of evaluation that is still lacking in primary school teachers in Jaten Sub-district is the ability of teachers to collect data, thus improving training for teachers must be intensified in the era of the society 5.0 concept. In the era of society 5.0. education is a shield for a country to create qualified and high-quality human resources (N. K. Dewi, 2010).

## CONCLUTION

Based on the research that has been conducted, it can be concluded that the development of professional competence of primary school teachers in Jaten Sub-district has been developed in three aspects, namely; (1) Development of classroom management, (2) Development of learning media, (3) Development of learning theory. Based on the results of the research, the three aspects have been developed quite well, but there are still two aspects that have not met the criteria so that the implementation is not good. Aspects that are lacking in the criteria for developing professional competence of elementary school teachers are; (1) Learning evaluation, (2) Learning methods. The results of this study are expected to improve the development of professional competence in primary school teachers in Jaten Sub-district, efforts to improve the development of professional competence in primary school teachers are expected to be a reference in implementing appropriate learning and able to achieve the desired learning objectives. The results of this study are also expected to be able to provide views on professional teachers to improve the quality of education in Indonesia.

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