

Transforming Civic Education Teacher'S Professional Development Throught Training Of Trainer: Synergy Of Educational Leadership And The Challenges Of Society 5.0

Yadi Budiman¹, Hari Rudiana², Indah Khoirunnisa Tosin³, Neneng Triuspita⁴

[1budimanday31@gmail.com](mailto:budimanday31@gmail.com), [2harirudiana63@guru.smp.belajar.id](mailto:harirudiana63@guru.smp.belajar.id),

[3indahkhoirunnisat@gmail.com](mailto:indahkhoirunnisat@gmail.com), [4tripuspita.neneng@gmail.com](mailto:tripuspita.neneng@gmail.com)

^{1,2,3,4} Program Studi Magister PIPS STKIP Pasundan Cimahi, Jawa Barat, Indonesia

*corresponding author : budimanday31@gmail.com

Abstract

The emergence of the Society 5.0 paradigm has generated new complexities in the educational landscape, where teachers are required not only to master pedagogical dimensions but also to possess epistemic capacity and affective dispositions grounded in national insight, Pancasila values, legal awareness, and a human rights perspective. Civic Education (PPKn) teachers hold a strategic position in fostering students' civic knowledge, civic skills, and civic dispositions. However, empirical realities still indicate disparities in teachers' competencies in addressing the challenges of globalization and digitalization. This study aims to examine the transformation of Civic Education teachers' professional development through the Training of Trainer (ToT) model, emphasizing the synergistic role of educational leadership in responding to the demands of the twenty-first century. Employing a qualitative descriptive design, data were collected through observation, in-depth interviews, and document analysis of ToT implementation for Civic Education teachers at senior high schools/vocational schools in Bandung and Cimahi, Indonesia. The findings reveal that ToT significantly enhances teachers' capacities in the cognitive domain (understanding of national insight, Pancasila, law, and human rights), affective domain (professional commitment and ethical responsibility), and psychomotor domain (ability to design contextual learning based on civic issues and digital technology). Furthermore, educational leadership functions as a catalyst in fostering a collaborative ecosystem that sustains professional development. Consequently, ToT can be positioned as a strategic instrument to strengthen Civic Education teachers' competencies in a transformative and adaptive manner toward the dynamic challenges of Society 5.0.

Keywords: *Educational Leadership, Professional Development, Training of Trainer, Civic Education Teacher, Society 5.0*

INTRODUCTION

The rapid development of digital technology and artificial intelligence in the era of Society 5.0 has redefined the mission of education in forming human character. In this paradigm, humans are placed at the center of innovation and technology is used to create solutions for social progress. Civic Education (PPKn) teachers therefore face new challenges: they must not only master pedagogical knowledge but also develop epistemic awareness, moral reasoning, and civic responsibility to guide students in becoming critical and ethical citizens in a hyper-connected society.

Indonesia, as a nation founded upon Pancasila and constitutional democracy, requires educators who embody national insight and civic virtue. However, empirical observations and preliminary studies conducted at STKIP Pasundan show that many Civic Education teachers still have limited capacity to integrate technological literacy, legal awareness, and human rights perspectives into their teaching practices. This gap reduces the effectiveness of civic education in shaping students' digital citizenship and social responsibility.

To respond to these issues, the Training of Trainer (ToT) model was designed and implemented as part of a professional development program at STKIP Pasundan. The program was carried out collaboratively between lecturers and practitioners to strengthen teachers' competencies across cognitive, affective, and psychomotor domains. The ToT activities were not only aimed at upgrading teachers' technical skills but also transforming their mindset towards adaptive, reflective, and innovative civic teaching.

Educational leadership played a strategic role in ensuring the sustainability of the ToT implementation. School principals and academic leaders facilitated mentoring, reflection, and peer collaboration among teachers. Therefore, this study was conducted to analyze the transformation of Civic Education teachers' professional development through the ToT model, highlighting the synergy between educational leadership and the demands of Society 5.0.

METHOD

This research adopted a descriptive qualitative approach, focusing on the implementation and impact of the *Training of Trainer (ToT)* program organized by Unit Training Civic Hukum Education (UTRECHT) at STKIP Pasundan Cimahi. The study aimed to explore how the ToT model transformed Civic Education teachers' professional competencies in responding to the challenges of the Society 5.0 era.

The program was carried out from September 2025 in the Main Hall of STKIP Pasundan Cimahi, involving 150 teachers of Civic Education (PPKn) from senior high schools (SMA), vocational schools (SMK), and Islamic senior high schools (MA) across Bandung and Cimahi. The ToT program included 32 learning hours (JP) or approximately 24 hours of direct training, consisting of seminars, workshops, reflective sessions, and collaborative project designs.

The research participants were selected through purposive sampling, focusing on teachers who had shown a strong commitment to integrating Pancasila, law, and human rights education into their classroom practices. The ToT activities involved national experts such as representatives from the Ministry of Law and Human Rights (KemenHAM), the Indonesian Agency for Pancasila Ideology Development (BPIP), and civic education scholars.

The data were collected through in-depth interviews, participant observation, and document analysis. Observation focused on the participants' engagement and transformation during the training sessions. Interviews were conducted with both participants and facilitators to capture perspectives on cognitive, affective, and behavioral changes. Documents analyzed included the ToT modules, teachers' lesson plans, reflective journals, and post-training evaluations.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and conclusion drawing/verification. To ensure validity, triangulation of sources and techniques was applied by comparing interview data, field observations, and official reports from the UTRECHT organizing committee.

This study emphasized interpretative and thematic analysis to uncover patterns of professional growth and leadership synergy among Civic Education teachers. The findings are presented narratively to highlight the authentic transformation that occurred during and after the ToT implementation.

RESULTS AND DISCUSSION

The Training of Trainer (ToT) program conducted by the Unit Training Civic Hukum Education (UTRECHT) at STKIP Pasundan Cimahi successfully transformed the professional development of Civic Education teachers in Bandung and Cimahi. The qualitative data collected through interviews, observations, and documentation revealed a significant shift in teachers' competencies across three main domains—cognitive, affective, and psychomotor—as well as the strengthening of educational leadership practices within the ToT ecosystem.

In the cognitive domain, teachers demonstrated an improved understanding of civic and constitutional concepts, particularly related to Pancasila, national insight, law, and human rights. Before participating in the ToT, most teachers relied heavily on textbook-based instruction. After the program, they became more capable of designing learning activities that integrated real civic issues such as democracy, legal awareness, and the protection of human rights in digital contexts. Many participants developed new learning designs that incorporated technology and local wisdom, showing that they were able to contextualize abstract civic concepts into meaningful and relatable lessons for students.

In the affective domain, the training instilled a stronger sense of professional identity, ethical awareness, and civic responsibility. Teachers reported a growing sense of commitment to act as civic role models in their schools and communities. Reflective activities during the ToT encouraged participants to internalize Pancasila values—especially the principles of justice, tolerance, and humanity—in their professional behavior. The mentoring sessions and peer feedback also enhanced collegiality and strengthened the moral integrity of teachers as educators who uphold democratic values in daily school life.

In the psychomotor domain, teachers showed improvement in their ability to apply innovative and technology-based learning strategies. Through collaborative workshops, teachers practiced designing digital civic projects, multimedia-based civic education materials, and interactive class discussions using online platforms. Some participants produced short digital campaigns about law awareness and anti-corruption as part of their project outputs, which were later implemented in their schools. This demonstrated the practical application of civic learning that bridges theory and community action.

Beyond individual improvement, the study also found that educational leadership played a catalytic role in sustaining teachers' professional development. The leadership of school principals, academic mentors, and institutional coordinators created a supportive environment where teachers could experiment, share best practices, and reflect collectively. This collaborative culture fostered a sustainable ecosystem for continuous learning and innovation. The presence of educational leaders from STKIP Pasundan, BPIP, and KemenHAM strengthened institutional legitimacy and motivation among participants.

Overall, the ToT model proved to be not only a technical training mechanism but also a transformative process that reshaped teachers' mindsets toward adaptive, reflective, and civic-

oriented professionalism. The findings confirm that a synergy between professional development programs and educational leadership is essential to equip teachers with the competencies needed to navigate the complex challenges of Society 5.0.

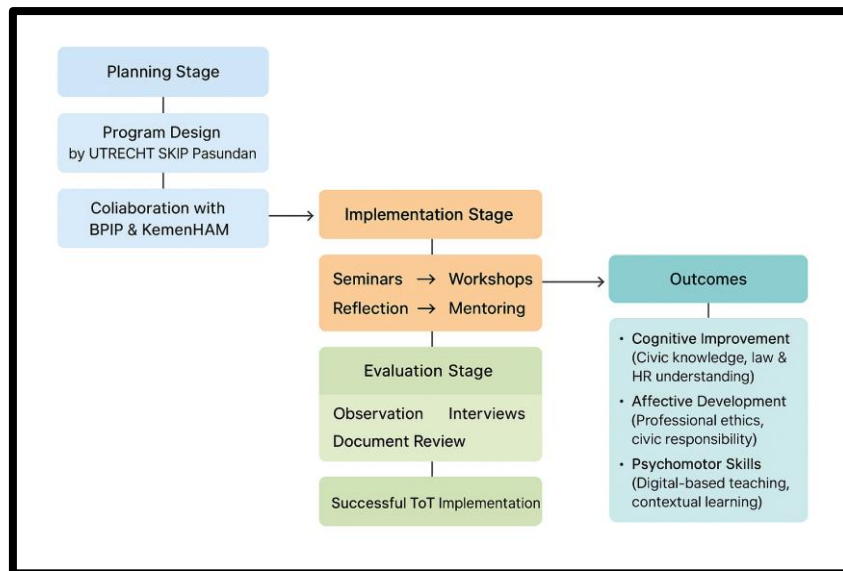


Figure 1.
Implementation Flow and Success Indicators of ToT Program Utrecht STKIP Pasundan Cimahi

Figure 1 illustrates the systematic flow and success indicators of the Training of Trainer (ToT) program implemented by UTRECHT STKIP Pasundan Cimahi. The diagram shows that the program was carried out through four integrated stages: planning, implementation, evaluation, and outcomes. In the planning stage, the ToT was carefully designed by the UTRECHT team with strong collaboration between STKIP Pasundan, the Pancasila Ideology Development Agency (BPIP), and the Ministry of Law and Human Rights (KemenHAM). This collaboration ensured that the ToT activities were aligned with the national mission of civic education and the goals of Society 5.0, emphasizing human-centered innovation and social responsibility.

During the implementation stage, the program consisted of seminars, workshops, reflection sessions, and mentoring activities that aimed to strengthen teachers' civic knowledge, pedagogical innovation, and ethical awareness. The ToT sessions encouraged participants to design contextual learning based on civic and legal issues, supported by digital media and collaborative projects. This process allowed teachers to transform abstract concepts of citizenship into meaningful classroom practices that promote democratic values and human rights awareness among students.

The evaluation stage involved continuous observation, interviews, and document reviews conducted by the UTRECHT committee and academic mentors. The findings confirmed that teachers showed significant improvement in their engagement, creativity, and reflective capacity. This evidence demonstrated the effectiveness of the ToT approach in promoting active learning and sustainable professional growth.

As shown in the final stage of the diagram, the outcomes of the ToT revealed comprehensive development in three essential domains: cognitive understanding of civic, legal, and human rights concepts; affective growth in professional ethics and civic responsibility; and psychomotor ability to design innovative, technology-based learning. The program's overall impact reflected the successful implementation of the ToT model, which not only enhanced teachers' professional competencies but also strengthened educational leadership and built a collaborative ecosystem for continuous professional development. The diagram thus represents how the ToT program at STKIP Pasundan Cimahi was effectively executed and contributed meaningfully to the advancement of Civic Education in the era of Society 5.0.

CONCLUSION AND RECOMMENDATIONS

The findings of this study confirm that the Training of Trainer (ToT) program organized by UTRECHT STKIP Pasundan Cimahi was effectively implemented and produced meaningful transformations in the professional development of Civic Education teachers. The program succeeded in enhancing teachers' cognitive understanding of civic concepts, legal literacy, and human rights education; strengthening their affective dimensions such as professional ethics, commitment, and civic responsibility; and improving their psychomotor abilities in designing digital and contextual civic learning. The synergy between the ToT framework and educational leadership created a sustainable ecosystem that encouraged collaboration, reflection, and innovation among teachers. This research thus demonstrates that professional development programs grounded in national values and supported by institutional leadership can empower Civic Education teachers to meet the demands of Society 5.0 in a transformative and adaptive manner.

Based on these findings, it is recommended that similar ToT programs be replicated at a broader scale to reach Civic Education teachers across different regions of Indonesia. Continuous mentoring and digital-based professional communities should be established to maintain the teachers' growth and networking. Educational institutions and policymakers are also encouraged to integrate ToT-based leadership models into teacher development policies to ensure long-term capacity building. Future research may explore the longitudinal impact of ToT programs on teachers' classroom practices and students' civic engagement, providing deeper insights into how professional transformation sustains democratic education in the digital era.

REFERENCES

- Aditomo, A., & Khaeruddin, K. (2018). *Teacher professionalism and innovation in Indonesian education reform*. Indonesian Journal of Educational Review, 5(2), 145–159. <https://doi.org/10.21009/IJER.05.2.04>
- Ariyanti, N. (2022). *Empowering civic teachers in the digital era through reflective practice and educational leadership*. Journal of Civic Education, 10(1), 34–45.
- Asari, A., & Wahyudi, D. (2020). *Developing teacher professionalism through continuous professional development in Indonesia*. Journal of Education and Practice, 11(23), 101–110.
- Baharuddin, M. (2021). *Educational leadership and the challenge of Society 5.0: Implications for teacher learning*. International Journal of Social Science and Education Research, 4(5), 45–54.

- Budimansyah, D., & Suryadi, K. (2019). *Penguatan pendidikan kewarganegaraan untuk membangun warga negara global di era disrupsi*. Jurnal Pendidikan Pancasila dan Kewarganegaraan, 32(2), 112–126.
- Cecep, D., & Kesuma, D. (2020). *Civic education and moral development in the age of digital society*. Jurnal Civicus, 8(1), 1–15.
- Darmawan, C. (2021). *Transformasi pendidikan kewarganegaraan di era digital: Perspektif Society 5.0*. Jurnal Pancasila dan Kewarganegaraan, 5(3), 215–230.
- Hargreaves, A., & Fullan, M. (2020). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Huberman, A. M., Miles, M. B., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications. Kementerian Pendidikan dan Kebudayaan. (2020). *Kebijakan pengembangan profesionalisme guru Indonesia*. Jakarta: Kemendikbud.
- Kusnadi, E., & Nurrohman, M. (2022). *Integrating Pancasila values into teacher training for national character education*. Jurnal Pendidikan Karakter, 13(1), 47–61.
- Mulyasa, E. (2019). *Menjadi guru profesional: Menciptakan pembelajaran kreatif dan menyenangkan*. Bandung: PT Remaja Rosdakarya.
- Nurdin, E., & Anwar, R. (2018). *Developing professional civic teachers through collaborative training models*. International Journal of Education and Literacy Studies, 6(4), 123–131. <https://doi.org/10.7575/aiac.ijels.v.6n.4p.123>
- OECD. (2020). *Teaching and learning in the digital age: Supporting teachers' professional development*. OECD Publishing. <https://doi.org/10.1787/5e8fdc3b-en>
- Prasetyo, H., & Sutopo, A. (2018). *Society 5.0: A concept of human-centered society and its challenges for education*. Journal of Social Sciences and Humanities, 2(2), 100–107.
- Rohayani, I., & Handayani, S. (2023). *Reinforcing civic competencies through the Training of Trainer model*. Jurnal Pendidikan Kewarganegaraan, 17(1), 59–72.
- Sagala, S. (2019). *Supervisi pembelajaran dalam pengembangan profesionalisme guru*. Bandung: Alfabeta.
- Suhartono, R. (2021). *Digital transformation and teacher professionalism in civic neducation*. Jurnal Transformasi Pendidikan, 9(2), 87–99.
- Supriatna, N., & Budimansyah, D. (2020). *Global citizenship and civic education in Indonesia*. Bandung: UPI Press.
- Yuliani, E., & Saputri, L. (2022). *Strengthening teachers' affective and digital competencies through participatory training*. Journal of Educational Development, 11(2), 93–105.