



# THE EDUCATION IN SOCIETY 5.0

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**Abstract - The era of Society 5.0 is a concept of life that emphasizes and focuses on social responsibility and improving the quality of life that is more advanced and discoveries of new innovation centers compared to the industrial revolution 4.0 which is more focused on technology. This research is a qualitative research using the literature study method. The method used is by collecting information or data through relevant books, journals or articles. Era Society 5.0 makes society a source of innovation that can solve various situations and social problems with the help of the integration of physical and virtual spaces. Era Society 5.0 in the world of education needs to increase creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies. Because of this, students are expected to be able to think critically and be communicative in developing skills. Society 5.0 plays a big role in influencing the world of education and brings big influences and changes to schools, teachers to students. The advancement of science in the field of technology makes us ready to face changes in the world, especially in the field of education. One of these changes is Society 5.0. Society 5.0 is a human being who can solve various challenges and social problems by utilizing various innovations that were born in the era of the industrial revolution 4.0 and are centered on technology. Education in the era of society 5.0 requires everyone to be more creative, innovative, productive, adaptive and also competitive. In addition, education is needed about life skills known as 4C (Creativity, Critical Thinking, Communication, Collaboration.)**

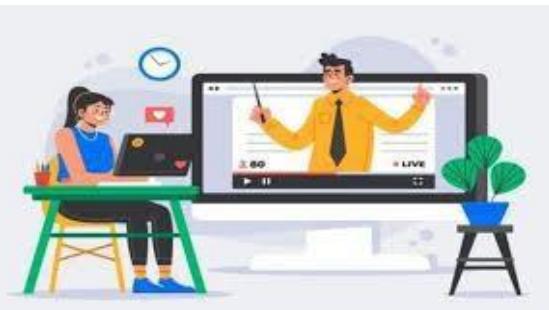
**Keywords - Era Society 5.0, The Quality of Education**

## I. INTRODUCTION

Society 5.0 is a concept that has been long awaited by Japanese people (Faruqi, 2019). Society 5.0 emphasizes and focuses more on improving the quality of life that is more advanced and discovering new innovation centers compared to the Industrial 4.0 era which focused more on the production process which is an effort to transform towards improvement by integrating the online world, where human work is transferred to technology.

The concept of society 5.0 makes society a source of innovation that can solve various situations and social problems with the help of integration of physical and virtual spaces (Nastiti et al., 2022). According to Nusantara, (2020), one of the basic ideas of society 5.0 expects more from products. Artificial intelligence will transform big data from internet transaction products in all areas of life into a new wisdom, namely creating hope to increase human capabilities in opening up new opportunities for humanity. Education in the era of society 5.0 requires everyone to be more creative, innovative, productive, adaptive and also competitive. In addition, in the 21st century, education about life skills or what is known as the 4C is needed. The meaning of 4C here is Creativity, Critical Thinking, Communication, Collaboration.

Society 5.0 emerged after we went through the industrial revolution 4.0 which was considered to have the potential to degrade the role of humans themselves. In Society 5.0, humans are the center but still technology based. Society 5.0 requires patented breakthroughs in an effort to face the challenges that will be posed by society 5.0 (Umro, J. 2020). In the era of society 5.0, schools and teaching staff will certainly have a very important role. Where in this era learning activities do not only focus on one source, namely books. However, teaching staff must be ready and open to receiving information from various other sources. Examples include the internet or social media. Even so, teaching staff must be able to sort out information obtained from the internet or social media. This must be done considering that there is a lot of fake news or hoaxes that are spread in the media.





Another role is that learning activities are carried out online using various applications. Some of these applications such as Google classroom, Google class meeting, zoom and so on. In this way, it means that teaching staff cannot be clueless, so they must be proficient in using these applications when learning online or online. The 5.0 industrial revolution in the world of education needs to emphasize students in increasing their creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies.

The existence of trend Society 5.0 has an indirect impact where Indonesia as a developing country has the right to play an active role in preparing for trend Society 5.0 in the future. The existence of society 5.0 poses its own challenges in various fields of life, one of which is in the field of education, including in learning. Learning is the stages of the activities of educators and students in implementing learning programs. To deal with the complexity of the living conditions of society in the Society 5.0 era, students are not sufficiently equipped with the ability to read, write and count or better known as "Tree R" (reading, writing, arithmetic), but also need to be equipped with global community competencies or also called social skills. 21st century, namely the ability to communicate, be creative, think critically, and collaborate or known as the "Four Cs", namely communicators, creators, critical thinkers, and collaborators.

Creative competence, critical, flexible, open, innovative, agile, competitive, sensitive to problems, mastering information, able to work in cross-sector "team work", and able to adapt to change can be used as capital to face societal conditions or Society 5.0 Era of society 5.0 marked by an increase in digitization programs supported by four factors: 1) increased data volume, computing power, and connectivity; 2) the emergence of business analysis, capabilities, and intelligence; 3) the occurrence of new forms of interaction between humans and machines; and 4) digital transfer instructions to the physical world, such as robotics and 3D printing. The living conditions of society in the era of society 5.0 greatly affect all areas of human life, including in the field of education. The implications of the concept of society 5.0 for education include the demand for renewal of competencies that are taught to students to adapt to the needs of society in the era of society 5.0 and also includes learning models in schools



The learning strategies provided by teachers at this time are not sufficient, and cannot reach the accelerated changes that occur in Era Society 5.0

therefore students need to be given reliable competence to deal with them. There are several strategies that can be applied to students in the era of society 5.0 including (1) helping students learn, (2) providing opportunities for students to develop and excel, (3) strengthening character education, (4) technology literacy, (5) Becoming an effective teacher. In Era Society 5.0 the teacher's role shifted with the presence of technology. An interesting learning strategy is needed so that the teacher has a proper role.

## II. METHOD

This research is a qualitative research using the study literature method. This method collects information or data through books, journals or articles that are relevant to the issue being studied. This aims to obtain information or data related to the learning approach in the era of society 5.0.

## II. RESULTS AND DISCUSSION

### A. Culture Society 5.0 among Education

Education with all aspects of its activities is carried out in the context of preparing future human resources who are able to be adaptive to their times (suswandari, 2012) In various social studies it is confirmed that Society 5.0 uses technology, data and automation to be inevitable (Cammett & Bhagwati, 2005) Because of this, education and values must be carried out in preparing human resources with the demands of Society 5.0

Because of this, educational services must be carried out in preparing values and human resources with the demands of Society 5.0. the values of the national education policy to welcome society

5.0 are to foster prosperity and happiness for all its people, to live in equality and honor among other nations in the world. The development of ethics to understand and give meaning to the real world, as well as the ability to take actions or decisions with full responsibility are also part of the values of society 5.0 which must be developed. This is in line with the principles of society 5.0 related to balance in a sustainable life, with a strong spirit and will, everything will be achieved.

Era Society 5.0 in the world of education needs to increase creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies. Because of this, students are expected to be able to think critically and be communicative in developing these skills.

Soft skills or abilities in students such as; good communication, behavior according to the rules and can apply it according to the balance between soft skills and hard skills. As we already know, before the presence of the Society 5.0 era, many students only listened to the teacher teaching in the room but did not know what the teacher was teaching. Society 5.0 plays a big role in influencing the world of education and brings big influences and changes to schools, teachers to students. With this change, the application of the era of society 5.0 does not have an impact on the existing curriculum



so that it does not change amidst increasingly sophisticated technological developments.

In the application of the era of society 5.0 in the world of education carried out by schools and teaching staff, for example;

1. Learning activities that do not focus on study books but instead get information from internet and social media sources.
2. In the midst of the ongoing Covid-19 pandemic, teaching staff also need to implement a learning system through the Zoom, Classroom, and other social media applications to make it easier for students.
3. Implementing a hybrid learning system which is a learning method that combines offline and offline systems for students.
4. Finally, schools and teaching staff are also required to implement blended learning for students and provide information to their guardians to carry out face-to-face and distance learning at the same time.

From the four points above, it can be ascertained that the era of society 5.0 is able to solve all problems in the world of education in implementing conventional learning systems to become more sophisticated. Even social problems that utilize technology can also be effectively absorbed by society 5.0.

In addition, the world of education in Indonesia has no other choice in this era of society 5.0, except for continuing to develop digital infrastructure. In this case schools and universities need to make Police and regulations that encourage the efficient and progressive growth of the telecommunications industry for teaching staff and students.

#### **B. The impact of the era of society 5.0 on students**

Education in the era of society 5.0 has an impact on students. It's simple that the era of society

5.0 aims to integrate digital space and physical space into one.

The integration is done to make things seem easier. For this reason, the positive impacts of the era of society 5.0 in the world of education include;

1. Can make students safe and comfortable when doing online learning without fear of being contaminated by the Covid-19 virus.
2. With the presence of society 5.0 era, students are expected to be able to obtain a variety of information through more complex digitization.
3. Can emphasize the broader prospects of science by utilizing technology components to advance the quality of human resources.
4. Time becomes more flexible with synchronized adjustments made between the teaching staff and the school.

Meanwhile, the impact of the era of society 5.0 in the world of education is felt both by teaching staff and students, including;

1. They are required to understand technology and implement it in everyday life so that they can

compete with all the automation that exists in the era of society 5.0.

2. Teaching staff are required to be more innovative and dynamic in teaching both face-to-face and online.
3. They are required to take action without anyone telling them, especially students who are required to continue to innovate in the middle of the learning process.
4. Limited internet quota and other equipment such as laptops, gadgets to be able to connect online for underprivileged students.

#### **C. The Character of Education in the Development of Society Era 5.0**

The advancement of science in the field of technology makes us ready to face changes in the world, especially in the field of education. One of these changes is Society 5.0. Society 5.0 is a human being who can solve various challenges and social problems by utilizing various innovations born in the era of the industrial revolution 4.0 and centered on technology. Society 5.0 was first introduced by the Japanese government in 2019. Society 5.0 is a development of the industrial revolution 4.0. The industrial revolution 4.0 uses Artificial Intelligence (*Artificial Intelligence*) while Society 5.0 focuses on its technological and human components.

Education has an important role in the development of the Society 5.0 era, namely to advance the quality of human resources. Because of this, education is needed regarding 21st century life skills or better known as 4C (Creativity, Critical Thinking, Communication, Collaboration).

Meanwhile, in the 21st century, students are expected to have a competency called the Six Basic Literacy abilities. Literacy is divided into six parts, namely:

1. Literacy in reading and writing is the knowledge and skills to read, write, search, browse, process and understand information in order to analyze, respond to and use written texts to develop understanding and potential.
2. Numerical literacy is the knowledge and skills to be able to acquire, interpret, use, and communicate various kinds of numbers and mathematical symbols to solve practical problems in various contexts of everyday life.
3. Scientific literacy is scientific knowledge and skills to be able to identify questions, acquire new knowledge, explain scientific phenomena, draw conclusions based on facts, understand the characteristics of science, build awareness of how science and technology shape the natural, intellectual and cultural environment.
4. Digital literacy is the knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, creating information, and utilizing it in a healthy, wise, intelligent, accurate, precise, and law-abiding manner.
5. Financial literacy is the knowledge and skills to apply an understanding of concepts and risks, skills and motivation to be able to make effective



decisions in a financial context.

6. Cultural literacy is knowledge and skills in understanding and acting towards Indonesian culture as a national identity. Meanwhile, civic literacy is knowledge and skills in understanding rights and obligations as citizens.

In Era Society 5.0, not only basic literacy is needed but also other competencies, namely being able to think critically, reasoning, being creative, communicative, collaborative, and having problem solving skills. As well as having characters that reflect Five Principle of the Indonesian State namely curiosity, initiative, persistence, adaptability, leadership, and social and cultural awareness. The community is expected to be able to solve various social challenges and problems by utilizing the innovations that have been born in the industrial revolution 4.0.

The role of education and teaching staff also plays an important role in society 5.0. Learning activities do not only focus on one source such as books, but educators develop to receive information from various sources such as the internet and social media. Especially during a pandemic, learning activities take place through online media using various supporting applications, such as zoom, Google classroom and others. The use of this application media requires more insight from educators, for this reason the role of schools and teaching staff in society 5.0 which focuses on human labor is very important.

The role of education was also emphasized by Endang Widi Winarni, competence in the 21st century and industrial era 4.0 society 5.0 namely: 1. Data literacy, the ability to understand to read, analyze, use data and information (big data) in the digital world. 2. Technological literacy, the ability to understand how machines work, technology applications (coding, artificial intelligence, and engineering principles). 3. Human literacy, the ability to understand humanities, communication and design. 4. 21st century skills that foster HOTS (High Order Thinking Skills), include Communication, Collaboration, Critical Thinking, Creative Thinking, Computational Logic, Compassion and Civic Responsibility. 5. Understanding of the industrial era 4.0 and its development 6. Understanding of knowledge to be put into practice for the common good locally, nationally and globally.

Thus, in an effort to realize innovative learning and meet 21st century competencies and the challenges of society 5.0 during the pandemic, distance education can also be carried out to create a learning environment who support teaching and learning approaches, as well as to contribute to further research (Blaschke Lisa Marie, 2012 as follows):

1. Technology: Technology's symbiotic relationship with distance education requires that, with each emerging technology, distance educators consider the implications of the technology on distance education theory and practice as potential theories to apply to emerging technologies in distance education

(Anderson, 2010; Wheeler, 2011), although additional research and discussion is needed to determine the credibility of heutagogy as a theory of distance education.

2. Profile of distance education learners: Traditionally, distance education has been designed, developed, delivered, and targeted towards adult learners, usually working adults with a broad and more mature life experience.
3. Learner autonomy: Distance education, as a distinct form of education, both requires and promotes student autonomy, a skill that is at the heart of teaching and learning approaches (Peters, 2001). Because learner autonomy is characteristic of and promoted in distance education learning environments. In addition, the use of social media also plays a role in making students able to learn by helping students make their own learning, so that students are actively involved in the learning process through double loop learning. The further explanation is as follows: 1. Learners in a mobile learning environment.
  - a. With mobile learning devices, students can design the way they learn.
  - b. Mobile learning can allow students to form their own learning community with social networking tools suggested and/or created by educators. Networks are possible, many with suitable applications, including: Whatsapp, Instagram, Facebook, Twitter, Edmodo, Google meet or zoom, Blogging sites, Youtube, and others.
  - c. Learners can work together with other members of their learning community in developing content.
  - d. Learners can show their learning in the way that suits them best.

This could include using their mobile device to blog, create photo essays, do screencasts, create videos or podcasts, draw, sing, dance, etc. e. For feedback students can take their own initiative by asking instructors or educators and their colleagues. For obtaining this feedback, it depends on the students themselves, whether they need feedback or not. 2. Virtual philosophers: Hornsby and Maki (Blaschke Lisa Marie, 2012) report on asynchronous learning tools that are intended to build students' skills in developing, reflecting, and changing thinking and logic processes. Online tools provide active learning activities that are built around the various scenarios learned by the learner in the process of self-discovery. Through these scenarios and the responses provided by the learner, the Virtual Philosopher identifies deficiencies in the learner's thought process, forcing the learner to evaluate and re-evaluate why he or she thinks a certain way. 3. Student-generated content (active media use): Active use of social media in creating student-generated content appears to contribute to the development of self-direction skills. Initial research findings by Blaschke, Porto, and Kurtz (Blaschke Lisa Marie, 2012) indicate that active use of social media, for example developing student-generated content, supports the development of cognitive and metacognitive skills, whereas passive use (consumption) is less.

Effective in supporting the development of



these skills. So that for the application of learning in the era of society 5.0, it is carried out practically as follows (Chimpololo, 2020):

1. Interdependent learning emphasizes exploration to learn new things, discovery of new knowledge, involvement in research activities, testing hypotheses, validating knowledge, educator collaboration with other students.
2. Double-and triple-loop learning (Double-and triple-loop learning) that emphasizes the ability to analyze what will be learned, being able to analyze how new knowledge and pathways to learning influence one's values and belief systems, the ability to identify learning from experience, application of knowledge and familiar experiences as well as novel situations, ability to respond to issues and problems associated with a learning environment.
3. How to participate in practice, namely students join and participate online, then can also take part in face-to-face education, as well as a community consisting of educators with other experts, or fellow students. Then share knowledge and content in the education community, ask questions in the community, and respond to questions and concerns in the community. In learning in the Society 5.0 era, the emphasis is on students in learning how to learn (metacognition).

It is also planned that learning during the pandemic can take place in hybrid learning or blended learning. Hybrid learning itself is a learning method that combines online and offline learning activities. Takes place when students who are given parental permission come to school alternately, but students who study from home still get online learning. Because of this complex process, qualified workforce and teachers are needed to foster education for students to prepare for the generation of society 5.0.

#### **D. The Creating Quality Education**

There needs to be a change in the educational paradigm in welcoming the era of society 5.0 in the world of education. Teaching staff or teachers will later minimize their role as learning material providers. The teacher will then become an inspiration in the process of growing student creativity. In this case the teacher acts as a tutor, facilitator, inspirer and learner so that "Free Learning" will be created.

Independent Learning will create quality education for all Indonesian people. The method is not only by improving education services but also fulfilling or improving infrastructure and technology platforms in schools. Freedom of learning also provides a place for students to go to school and become reliable educator, it can make students directly learn how to educate students at school. Not only students, students but lecturers are also involved in becoming

tutors who will improve education and teaching in the current era of society 5.0. If the infrastructure and technology are adequate, it will make it easier for schools to create quality education.

Character education must be developed as early as possible, because infrastructure and technology are not sufficient for the development of quality education. Character cultivation is not easy and takes a long time. Strengthening Character Education is a continuation and revitalization of character education from 2010. Character Education is considered important to be developed in the world of education. This is because, that Character Education has an important role such as threatening the integrity and future of the nation, facing global challenges, and shaping students' ethics (Kemendikbud, 2017).

The key to implementing Character Education lies in habituation (habit) at school. Teachers have a big role in instilling character education. Technological literacy The Industrial Revolution 4.0 era required most people to understand the importance of technology. Existing technology provides many good influences in life. Appropriate use of technology in learning provides good additional knowledge for teachers to transfer to students. Teachers should be able to take advantage of technological facilities such as by searching for more interesting teaching materials so that students are enthusiastic about learning.

In addition to searching for teaching materials, teachers can take advantage of technological sophistication to support learning by becoming a blogger. This will help students understand the lesson given. In addition, students are able to repeat material provided by the teacher wherever students are and whenever students want. Of course, supported with adequate facilities. Teachers must provide understanding to students to use technology for good. Becoming an effective teacher an effective teacher is a teacher who always thinks how to be better (Henson & Eller in Fatimaningrum, 2011). An effective teacher not only knows the lesson, but how the teacher is able to convey it to students properly. By thinking that the teacher wants to be better, the teacher will look for solutions if in learning, the knowledge that is transferred to students is not fully understood.

The characteristics of effective teachers (Dzulkifli & Sari, 2015) are (1) having a high sense of sympathy, serving, and assuming that students are their own children, (2) being sincere in imparting knowledge and not asking for anything in return, (3) giving responsibility to students (assignments) based on the portion of each student, (4) giving advice when students commit violations, (5) all knowledge has the same position, (6) not forcing students to achieve predetermined targets, (7) giving material Simpler teaching for children who can't understand lessons well.

#### **E. The Role of Students in the Era of Society 5.0**

The role of education in the next era of society 5.0 is to require students to have basic literacy skills. There are 6 basic literacy abilities, namely



numeracy, science, information, financial, cultural and civic literacy. In addition, they must also have other competencies such as being able to think critically, creatively, reasoning, communicating, collaborating and problem solving.

The most important thing is to have a character that reflects five principles of the Indonesian state from students, namely having initiative, being persistent, curious, Adaptable, having a leadership spirit and having social and cultural concerns.

That is information about the 4 roles of education in the latest era, namely society 5.0. Education has a very important role because it must be able to create quality human resources. The number of qualified human resources will make this country a developed and civilized country.

## CONCLUSION

Society 5.0 emphasizes and focuses more on improving the quality of life that is more advanced and discovering new innovation centers compared to the Industrial 4.0 era which focused more on the production process which is an effort to transform towards improvement by integrating the online world, where human work is transferred to technology.

The 5.0 industrial revolution in the world of education needs to emphasize students in increasing their creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies.

To deal with the complexity of the living conditions of society in the Society 5.0 era, students are not sufficiently equipped with the ability to read, write and count or better known as "Tree R" (reading, writing, arithmetic), but also need to be equipped with global community competencies or also called social skills. 21st century, namely the ability to communicate, be creative, think critically, and collaborate or known as the "*Four Cs*", namely communicators, creators, critical thinkers, and collaborators.

According to (Ramahdani, Nabilla Candra. 2022) Creative competence, critical, flexible, open, innovative, agile, competitive, sensitive to problems, mastering information, able to work in cross-sector "team work", and able to adapt to change can be used as capital to face societal conditions or Society 5.0 Era of society 5.0 marked by an increase in digitization programs supported by four factors: 1) increased data volume, computing power, and connectivity; 2) the emergence of business analysis, capabilities, and intelligence; 3) the occurrence of new forms of interaction between humans and machines; and 4) digital transfer instructions to the physical world, such as robotics and 3D printing.

The implications of the concept of society 5.0 for education include the demand for renewal of competencies that are taught to students to adapt to the needs of society in the era of society 5.0 and also includes learning models in schools. The learning strategies provided by teachers at this time are not

sufficient, and cannot reach the accelerated changes that occur in Era Society 5.0, therefore students need to be given reliable competence to deal with them.

Because of this, education and values must be carried out in preparing human resources for the demands of Society 5.0. Because of this, educational services must be carried out in preparing values and human resources for the demands of society 5.0. the values of the national education policy to welcome society 5.0 are to foster prosperity and happiness for all its people, to live in equality and honor among other nations in the world.

The development of ethics to understand and give meaning to the real world, as well as the ability to take actions or decisions with full responsibility are also part of the values of society 5.0 which must be developed. Era Society 5.0 in the world of education needs to increase creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies.

Soft skills or abilities in students such as; good communication, behavior according to the rules and can apply it according to the balance between soft skills and hard skills. In the application of the era of society 5.0 in the world of education carried out by schools and teaching staff, for example; 1. Learning activities that do not focus on study books but instead get information from internet and social media sources.

Finally, schools and teaching staff are also required to implement blended learning for students and provide information to their guardians to carry out face-to-face and distance learning at the same time. In this case schools and universities need to make policies and regulations that encourage the efficient and progressive growth of the telecommunications industry for teaching staff and students. Meanwhile, the impact of the era of society 5.0 in the world of education is felt both by teaching staff and students, including; They are required to understand technology and implement it in everyday life so that they can compete with all the automation that exists in the era of society 5.0.

Society 5.0 is a human being who can solve various challenges and social problems by utilizing various innovations born in the era of the industrial revolution 4.0 and centered on technology. The use of this application media requires more insight from educators, for this reason the role of schools and teaching staff in society 5.0 which focuses on human labor is very important. Because of this complex process, qualified workforce and teachers are needed to foster education for students to prepare for the generation of society 5.0.

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