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Communication Patterns in Equipping Foster Children to Face the Challenges of the 5.0 Era (Case Study: Seroja Children's Social Rehabilitation Service Center, Bone Regency)

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Abstract

This research examines the communication patterns of caregivers in equipping foster children to face the challenges of the 5.0 era at the Seroja Children's Social Rehabilitation Service Center (PPRSA), Bone Regency, South Sulawesi. This research aims to determine the communication patterns caregivers use to equip foster children to face the 5.0 era and the supporting and inhibiting factors in the training process. Communication patterns are the focus of research in this paper. This research uses field research methods where subjects are researched through interviews, observation, and documentation. Using cybernetic theory, researchers examine the relationship between communication patterns and the training process towards the 5.0 era. The qualitative descriptive analysis method was used to analyze the data collected from the research. The results of the research show that there are four patterns of caregiver communication in equipping caregivers for the 5.0 era, namely a) wheel pattern, b) star pattern, c) individual communication, and d) group communication. Factors that support the process of providing foster children include the availability of Wi-Fi facilities and proximity to foster children. Meanwhile, the factor that hinders this process is the lack of smartphone facilities, so people have to take turns using them. The research is expected to contribute to the development of communication science in the future.

Keywords: *Communication Patterns, Cybernetics, Foster Children, 4-0 Era*

Abstrak

Penelitian ini mengkaji tentang pola komunikasi pengasuh dalam membekali anak asuh dalam menghadapi tantangan era 5.0 pada pusat pelayanan rehabilitasi sosial anak (PPRSA) seroja Kabupaten Bone, Sulawesi Selatan. Tujuan penelitian ini adalah untuk mengetahui pola komunikasi yang digunakan pengasuh untuk membekali anak asuh menghadapi era 5.0 serta faktor pendukung dan penghambat dalam proses pembekalan tersebut. Pola Komunikasi menjadi fokus penelitian dalam tulisan ini. Penelitian ini menggunakan metode riset lapangan di mana subjek diteliti melalui wawancara, observasi, dan dokumentasi. Dengan teori sibernetika, peneliti mengkaji bagaimana keterkaitan antara pola komunikasi dan proses pembekalan menuju era 5.0. Metode analisis deskriptif kualitatif digunakan untuk menganalisis data yang telah dikumpulkan dari penelitian. Hasil penelitian menunjukkan bahwa ada empat pola komunikasi pengasuh dalam membekali pengasuh dengan era 5.0 yaitu a) pola roda, b) pola bintang, c) komunikasi individu, dan d) komunikasi kelompok. Faktor-faktor yang mendukung proses pembekalan anak asuh diantaranya ketersediaan fasilitas Wifi dan kedekatan dengan anak asuh. sedangkan faktor-faktor yang menjadi penghambat dalam proses tersebut yaitu kurangnya fasilitas *Smart phone* sehingga mereka harus bergantian menggunakannya. Penelitian diharapkan mampu memberikan kontribusi terhadap pengembangan ilmu komunikasi ke depannya.

Kata Kunci: *Anak Asuh, Era 5-0, Pola Komunikasi, Sibernetika*

A. Introduction

Communication is an essential human activity. As social creatures, humans must communicate, meaning they need other people and groups or communities to interact. Communication is also an activity inherent in human life because it is a tool used to interact with others, both humans and other humans, humans and groups or organizations, and humans and society (Effendy, 2011).

Human life depends on communication. Communication is used to interact or convey ideas, messages, and thoughts and to invite or influence other people (Brent D Ruben, 2013). It is also used as an interaction tool to disguise, perceive, and achieve various individual, group, company, and societal goals (Cangara, 2019).

Communication is not only limited to individual communication but also to organizations or institutions (Darics & Clifton, 2023). Good communication allows an organization or institution to run smoothly and successfully, but poor communication can cause a decline in the quality of the institution's work (Alvesson, 1996). An orphanage is a social welfare institution responsible for providing physical, mental, and social fulfillment to foster children so that they have broader and more appropriate opportunities to develop according to expectations.

In the educational process, orphanage caregivers certainly use communication to interact with their foster children. With good communication, people can achieve common goals (Edwards & Fredriksson, 2017). Education is not only about lessons, but caregivers are also educated to deal with technological advances. In the journey of human evolution, Era 5.0 marks a new milestone full of challenges, where technology takes a central role in shaping everyday human life (Harahap, 2023). This era brought profound changes in various aspects of life, including education and childcare (Chrismastianto et al., 2023). As caregivers, we need to understand how important effective communication patterns are in guiding foster children through the dynamics and complexity of Era 5.0.

Society 5.0 envisions a future where digital technologies such as artificial intelligence (AI), robotics, the Internet of Things (IoT), big data, blockchain, and autonomous systems are seamlessly integrated into all aspects of life (Dorota, 2023). The goal is to balance economic development and solving societal challenges, making individuals' lives easier, more convenient, and sustainable.

Although Society 5.0 originated in Japan, its vision resonates globally, aligning with many countries' sustainable development and innovation goals. International organizations like the United Nations have adopted similar frameworks, focusing on leveraging technology to achieve the Sustainable Development Goals (SDGs) (Goran, 2023). As digital transformation accelerates worldwide, many nations are considering how to implement elements of Society 5.0 in their contexts.

Foster children in Era 5.0 are raised in an environment flooded with ever-growing information and technology. They are not only faced with conventional academic and social pressures but also have to face increasingly complex digital challenges, such as screen addiction, cyberbullying, and difficulty in filtering relevant information from an endless stream of data.

The communication patterns applied to foster children in Era 5.0 must be responsive to their unique needs. This involves the ability to communicate

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effectively through a variety of channels, including direct communications, social media, and other digital platforms (Sulthoni, 2013) Effective communication patterns must convey information, build strong relationships, facilitate deep understanding, and help foster children develop the skills needed to succeed in this technology-filled era.

Communication patterns must also accommodate the diversity of foster children's cultures, values, and individual backgrounds. In an increasingly globally connected world, caregivers need to facilitate cultural exchange and deeper cross-cultural understanding while maintaining a sense of identity and diversity as valuable assets (Tavares et al., 2022).

In the education of foster children in Era 5.0, communication patterns must also encourage the development of skills relevant to technology and teach a deep understanding of digital ethics and online safety (Liao et al., 2023; Septasari, 2023) It is not just about providing knowledge about technology but also about helping foster children understand how to use it responsibly and productively in their daily lives.

By understanding the importance of appropriate communication patterns in facing the challenges of Era 5.0, caregivers have a vital role in helping foster children navigate the complexities of this modern world (Saimima & Banawi, 2023). With a holistic approach oriented towards the needs of foster children, effective communication patterns can be a powerful tool in shaping a bright future for future generations.

One of the orphanages in Bone Regency is the Seroja Bone Children's Social Rehabilitation Service Center (PPRSA). This orphanage is located on Jalan Sultan Hasanuddin No.4, Manurunge Village, Tanete Riattang District, Bone Regency, and is operated by the South Sulawesi Provincial Social Service. One of the goals of the Seroja Bone Child Social Rehabilitation Service Center (PPRSA) is to improve the condition of independence for children who experience neglect, especially in Bone Regency.

Researchers use cybernetic studies to examine communication patterns about technological advances in the 5.0 era. In this case, communication patterns between caregivers and foster children can be understood as part of a complex system where information, feedback, and control interact. The cybernetic theory highlights the importance of recognizing patterns in communication, understanding how information is sent and received, and how feedback from such communication can influence future behavior and interactions (Araneda, 2022).

Some questions that may arise are how communication patterns between caregivers and foster children change along with the development of digital technology in Era 5.0, how the use of cybernetic theory can provide insight into the relationship between effective communication patterns and the social development of foster children in Era 5.0, and what obstacles caregivers face in equipping foster children to face the 5.0 era.

Nova Jayanti Harahap wrote previous research titled *The Education in Era Society 5.0*. The focus of this research is on social responsibility as well as improving the quality of life, which is more advanced, and the discovery of innovation centers compared to the Industrial Revolution 4.0, which focuses more on technology. This

research shows that the education world, especially for the younger generation, must adapt to technological advances in Era 5.0 (Nova et al., 2023).

The next research project will be on communication patterns of caregivers towards foster children in increasing self-confidence at Annajah Orphanage. written by Salfania Yuanita in 2018. This research uses a qualitative approach. The results of this research show that the communication patterns used by caregivers with foster children to increase self-confidence are the wheel pattern, star pattern, interpersonal communication, and group communication. For gaps in previous research, the research that the researcher will carry out lies in the research focus. Previous research focused on increasing the self-confidence of foster children, while this time, researchers focused on the process of equipping foster children to face the challenges of Era 5.0 (Yuanita, 2018).

This research is a reference for the author in developing similar research regarding caregiver communication patterns in equipping foster children to face Era 5.0. Researchers want to gain a deeper understanding of the dynamics of communication patterns towards foster children in facing the challenges of Era 5.0. This not only allows for the development of more effective communication strategies but also opens up opportunities to improve interactions and relationships between caregivers and foster children so that it can positively support the development and welfare of foster children in this changing era.

B. Methods

This research uses a qualitative type of research, which aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions. by using various natural techniques to describe specific natural contexts. The qualitative approach emphasizes understanding the subjective meaning that individuals or groups give to the phenomena being studied (Esterberg, 2002). This often involves understanding the social, cultural, and historical context in which the phenomenon occurs (Brown, 2010) In addition, researchers use cybernetic theory as a scalpel to examine the communication patterns caregivers use to research subjects at the Seroja Orphanage, Bone Regency.

Researchers used the snowball sampling technique to determine informants. The data collection methods used in this research were in-depth interviews, non-participant observation, document analysis, and focus group discussions. This method allows researchers to gain a comprehensive and in-depth understanding of the phenomenon under study.

Data analysis in this research is inductive, meaning the researcher explores patterns, themes, and concepts that emerge from the data. This technique involves identifying, mapping, and analyzing themes that emerge from the data (Lester et al., 2020). Researchers identify patterns or themes that emerge consistently in the data and then organize them into broader categories or concepts. Inductive analysis helps researchers understand the subjective meaning given by participants to the phenomenon under study.

C. Results and Discussion

Initially, the Social Service Center, Seroja Bone Children's Orphanage, was not a PPRSA. Instead, the place was used as a shelter for families fleeing villages who were prone to starvation because of the chaos that occurred in their village. These families were then placed in shelter barracks together with families suffering from leprosy from 1952 to 1957. Some refugees remained in the shelter barracks until security conditions were normal, while others returned to their areas. Many children in this shelter barracks were abandoned by their parents. At that time, The independent social government considered differentiating between shelters for orphans and lepers. Later, in 1967, the orphans who were initially housed with lepers were separated and moved to a place on Jl. Sultan Hasanuddin, with a building area of 120m² with a land area of 640m² with a capacity of 30 people, was named PPRSA Seroja. The social worker institution PPRSA Social Center for Social Rehabilitation Services for Children in Seroja, Bone Regency, adheres to an open system, meaning many relationships exist between its components. PPRSA's vision is to improve the welfare of people with neglected children in South Sulawesi, and it is on a mission to optimize services, training, and development and increase children's potential. Apart from that, they also want to develop children's education, skills, and initiative and prevent and protect children from neglect.

The number of foster children in PPRSA Seroja Bone is 80 foster children with the following detailed table:

Table 1: Number of Foster Children by Gender

Number	Gender	Quantity
1	Male	25
2	Female	55

Source: PPRSA Seroja Bone, 2024

The following table describes the situation of foster children at PPRSA Seroja Bone based on education level:

Table 2: Number of Foster Children by Education

Number	Education	Quantity
1	Elementary School	25
2	Junior High School	55
3	Senior High School	52

Source: PPRSA Seroja Bone, 2024

Caregiver Communication Patterns in Providing Foster Children at the Seroja Bone Children's Social Rehabilitation Service Center (PPRSA)

In equipping foster children to face the 5.0 challenges at PPRSA Seroja, PPRSA caregivers start communicating with them from the moment they enter PPRSA. This communication aims to establish a good relationship between caregivers and foster children, and it occurs daily. Based on the research results, researchers found communication patterns in wheel patterns, star patterns, interpersonal communication, and group communication.

The wheel communication pattern in the process of providing foster children is a method used to convey information and guide foster children in a structured and systematic way. In the wheel communication pattern, the core concept or goal of providing foster children is placed at the center of the wheel (Rahmat, 2022). This goal can be in the form of skills, knowledge, or attitudes you want to instill in foster children. The branches or sectors of the wheel surrounding the core concept represent related aspects that need to be understood or mastered by foster children to achieve that goal. As expressed by informant A, one of the caregivers at PPRSA Seroja:

"If meetings are held for foster children to provide good teachings or motivation to support their learning, that is what they like the most. This meeting is held weekly during picket time or at a suitable time for foster children."

From these interviews, it can be explained that the wheel pattern allows caregivers to emphasize the relationship between various aspects of provision and how they relate to each other. This helps foster children see the big picture of the motivation they receive and understand how each part contributes to the overall learning process.

Wheel communication patterns can also provide a clear framework for foster children to plan and carry out further actions after completing the debriefing and motivation. By understanding the structure and connections between various concepts conveyed through the wheel pattern, foster children can more easily apply the knowledge and skills they learn in real-world situations (Buehler et al., 2022) Thus, the wheel communication pattern is an effective tool for assisting caregivers in conveying information and guiding foster children in a structured and systematic manner, equipping them to face the challenges of Era 5.0.

The following is the **star pattern**, where all members have the same power to influence each other. The star communication pattern is a communication method or model describing the relationship between one central entity and various branch entities (Fuchs, 2018). In the context of providing foster children, star communication patterns are used to organize and direct interactions between caregivers as the central entity and various foster children as connected branch entities (Putnam & Nicotera, 2009). Feedback is given to foster children regarding responding to what the caregiver says. Foster children apply and

follow directions, motivation, and advice given by caregivers. As expressed by informant A in an interview, as follows:

“As caregivers here, we always provide direction, motivation, and teaching. Thank God, they always obey us well and do what is directed very responsively. This means that children are very enthusiastic about carrying out our directions.”

In the star communication pattern, the caregiver acts as the communication center or primary source of information. They are at the center of the star pattern, representing a position that coordinates and facilitates communication with the foster child. Meanwhile, each foster child is at the opposite end of the star line, representing the entity that receives information and interaction from the caregiver. The star communication pattern allows caregivers to focus on each foster child individually while maintaining connectivity through a communication center. Caregivers can adapt the messages, guidance, or assistance given to each foster child according to their needs and characteristics while maintaining connectedness and coordination between different foster children (Dolzyk et al., 2021). In addition, stellar communication patterns also allow caregivers to facilitate collaboration and interaction between foster children, if necessary. Even though the center of communication lies with the caregiver, foster children can share information, experiences, or support through the formed communication network.

Caregivers with foster children also carry out Interpersonal Communication Patterns. These patterns occur when caregivers communicate intensely with foster children regarding personal problems. Here, caregivers provide more direction and care for foster children. Interpersonal communication patterns play an essential role in forming good relationships between caregivers and foster children as well as in conveying relevant messages to equip foster children to face various challenges (Konijn, 2008).

Based on the results of interviews conducted by researchers with informant A, researchers obtained the results of interpersonal communication interview data conducted between informant A and foster children as follows:

“Always communicate directly with foster children face to face if there are personal problems they are facing; the children will confide in them, and as foster children who are considered their children, they will be given direction and understanding regarding their problems..”

Interpersonal communication patterns that involve openness and trust are very important in providing foster children. Foster children need to feel comfortable discussing their feelings, concerns, or questions with caregivers. Caregivers also need to open themselves up to listening and understanding the perspectives of foster children without judgment. Caregivers need to show empathy and understanding towards the experiences and feelings of foster children. This allows foster children to feel heard, understood, and accepted, making them more

motivated to be involved in the briefing process. Showing empathy also allows caregivers to better respond to the needs and concerns of foster children.

Each foster child has unique needs, interests, and characteristics. Therefore, interpersonal communication patterns for providing foster children must be adapted to each child's needs and personality. Interpersonal communication patterns also involve providing support and encouragement to foster children. Caregivers need to provide positive praise, motivation, and guidance to motivate foster children to face challenges and achieve their training goals (Abrar Adhani et al., 2024).

Apart from interpersonal communication, there is also group communication between caregivers and foster children. Group communication between caregivers and foster children is a process of interaction and exchange of information that occurs in a group context involving caregivers as facilitators or leaders and foster children as participants or group members. Based on the results of observations made by the researcher, the researcher observed group communication carried out by informant A. Informant A provided information, direction, and motivation to the children in foster care.

“Because we often open forums, I often provide input. You must often be given motivation and good teaching to become a good child in facing the 5.0 era where competition is very tight.”

Based on the interview above, Caregivers have facilitated group discussions where foster children can share their experiences, ideas, or views on specific topics. Carers are responsible for ensuring that each child has the opportunity to speak and that an atmosphere of discussion is maintained.

Group communication also involves caregivers in providing guidance, direction, or instructions to foster children about how to overcome challenges or achieve the goals they want to achieve. Sometimes, conflicts also arise within groups between foster children. Caregivers play a role in managing these conflicts constructively and supportively. They can use group communication to facilitate dialogue, find joint solutions, and build understanding among group members.

The Cybernetic Theory on the Relationship Between Effective Communication Patterns and Social Development of Foster Children in the 5.0 Era

Cybernetic theory helps us understand that communication is a complex and dynamic process involving interactions between various components in a system. By using concepts such as feedback, circularity, and control, cybernetic theory allows us to analyze how effective communication patterns play a role in shaping and influencing the social development of foster children. In the context of cybernetic theory, communication patterns are viewed as part of a more extensive system consisting of a sender, message, recipient, and context (Pantev, 2020). By analyzing effective communication patterns, we can identify

patterns that enable optimal information flow, efficient collaboration, and interactions that support the social development of foster children in Era 5.0.

In the foster care process at PPRSA, conflicts sometimes occur, both between foster children and between caregivers and foster children. Cybernetic theory helps us understand that imbalances or conflicts in communication patterns can disrupt the system's functioning as a whole. For example, differences of opinion that may occur during the debriefing process, by using cybernetic concepts such as negative feedback and positive feedback, we can identify sources of conflict and imbalance in communication patterns, as well as develop strategies to restructure communication to be more effective in supporting children's social development foster.

Rapid and complex technological, economic, and societal changes characterize era 5.0. Cybernetic theory helps caregivers understand that an effective communication system can adapt and evolve with these changes (Leonardi, 2014). By applying cybernetic principles, PPRSA caregivers develop flexible and responsive communication patterns to accommodate changes and facilitate the social development of foster children in Era 5.0.

Supporting and Inhibiting Factors in Equipping Foster Children to Face the Challenges of Era 4.0 at the Seroja Children's Social Rehabilitation Service Center (PPRSA)

Based on the observations and interviews conducted by researchers at PPRSA Seroja, there are several supporting and inhibiting factors in the process of equipping foster children to face the 5.0 era. Technological advances are the main factor in equipping foster children to face Era 5.0. Advanced technologies such as computers, the internet, and mobile devices facilitate access to information, online learning, and the development of relevant digital skills. There are facilities, Wi-Fi, and various supporting facilities for skills and self-development. Caregivers find teaching computer software such as editing, typing, and other computer skills helpful.

Apart from that, PPRSA also collaborates with educational institutions, the government, the private sector, and civil society organizations in Bone Regency. This is important in providing comprehensive support for foster children. This collaboration enables providing resources, learning opportunities, and access to employment or educational opportunities. Implementing the mentorship and guidance program provides critical individual support for foster children in facing the challenges of Era 5.0. Through mentorship, foster children can get advice, guidance, and inspiration from professionals experienced in technology and innovation.

Apart from supporting factors, researchers also found several inhibiting factors in this research. The inhibiting factor caregivers face in equipping foster children to face the challenges of the 5.0 era at PPRSA Seroja is that not all children have smartphones, so they have to be used alternately or borrowed from each other. This hampers the internal training process, giving a lesson. Usages *smartphone* foster children are also limited because they have to rest.

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D. Conclusion

The communication patterns used by Bone Regency PPRSA caregivers are wheel communication patterns, star communication patterns, interpersonal communication patterns, and group communication patterns. In the care process at PPRSA, conflicts sometimes occur, both between foster children and between caregivers and foster children. Cybernetic theory helps us understand that imbalances or conflicts in communication patterns can disrupt the system's functioning as a whole. The supporting factor for caregivers in the provision process is the availability of supporting facilities—technology such as Wifi, collaboration with several related parties, and implementing mentorship programs. The inhibiting factor is the lack of smartphones, so foster children have to take turns using them, which causes the learning process to take longer.

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