

Educational Challenges in Maintaining Diversity and Integration of the Indonesian Nation in the Era of Smart Society 5.0

Yohanes Bahari

Department of Sociology Education, Faculty of Teaching and Education, University of Tanjungpura, Pontianak, Indonesia

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803348S>

Received: 19 September 2024; Accepted: 08 October 2024; Published: 11 November 2024

ABSTRACT

This article aims to explain the challenges of education in maintaining national diversity and integration in the era of society 5.0. Sequentially explained (1) the challenges of the smart society 5.0 era, (2) the urgency of caring for diversity, (3) the urgency of caring for national integration, and (4) the challenges of education in caring for national diversity and integration. Qualitative writing approach using literature study methods. The research steps are 1) selecting library sources, 2) tracing library sources, 3) reading library sources, 4) taking notes and 5) presenting library study data. The results of the study show that in this era of smart society, the challenges of education in maintaining national diversity and integration are becoming increasingly difficult. Especially in the era of smart society, dangerous threats can be infiltrated by radical and intolerant groups through digital platforms, IOT, big data and AI. Meanwhile, the specific conclusions are (1) the era of smart society 5.0 which is characterized by digital life, internet of things (IoT), big data and AI which have a positive impact on the nation's progress but also a negative impact in the form of threats to the nation's diversity and integration, (2) in In the smart society era, the very diverse diversity of the Indonesian nation must be well cared for in order to be able to maintain national integration, (3) strong national integration allows the Indonesian nation to be able to compete in global forums even in the smart society era, (4) education plays a strategic role in maintaining diversity. and national integration in facing the threat of a smart society.

Keywords: Education, Diversity, National Integration and Smart Society 5.0

INTRODUCTION

Just in this August we celebrated 79 years of national independence. We should be grateful that at the age of 79 we can still exist as a nation. The fundamental question, especially for future generations, is whether the existence of this nation will last forever? To be able to continue to exist and develop, we need to take care of ourselves. Taking care of yourself is very necessary so that you don't get sick easily or if you do get sick so that you recover quickly and recover quickly. In the context of life as a nation, one thing that needs to be taken care of is the issue of national diversity and integration. History proves that many nations and countries in the world were destroyed because they were unable to maintain and maintain the diversity and integration of their nation (Yugoslavia, Soviet Union, Afghanistan, Syria, Iraq). On the other hand, nations that are able to maintain the diversity and integration of their nation, even though they are relatively young, become developed nations (China, Korea, Japan, Singapore).

In the era of society 5.0, maintaining the nation's diversity and integration is increasingly urgent because the potential threats are increasingly high (Febri Amalia, et al 2023, Maria et al, 2022, Suryadi, 2022). According to Surjohadiprodjo, (2021), Azra (2020), Rahman M.F et al (2020), threats and trials come from groups who do not want the integrity of this nation to be maintained. They spread intolerant and radical ideas throughout society through various social media on a massive scale. Meanwhile, there are still many people

who are easily exposed to and influenced by intolerant and radical ideas because their digital literacy level is low.

Mulyana (2022), Amar (2021), and Azra (2020) stated that there are terrorist groups that are still active in wanting to replace the Pancasila ideology with a caliphate ideology such as Jemaah Islamiyah (JI), Jamaah Ansharut Daulah (JAD), Jamaah Ansharut Khilafah (JAK), Jamaah Anssary Syariaah (JAS), Indonesian Islamic State (NII) and East Indonesia Mujahidin (MIT). Based on Mulyana's records (2022), from 2020 to March 2022 Densus 88 has arrested 658 members of the terrorist network. Most of them are the ISIS network which is very militant and actively spreads intolerant and radical ideas through social media. Likewise, dozens of Papuan separatist members or OPM were arrested because they wanted to separate Papua from Indonesia.

The threat to the nation's diversity and integration can also be seen from the division of society as a result of the 2014 and 2019 presidential elections which is still felt today. Likewise, it can be seen from the results of the LIPI survey (2019) that 39 percent of university students were exposed to radicalism. The survey results are in line with the results of a previous survey from the Institute for Islamic and Peace Studies (2010) on students from UI, ITB, UGM, UNAIR, UNIBRAW, UNPAD, UNHAS, UNAND, UNSRI and UNSYAH, finding that only 5% of students still believe in Pancasila as a way of life. nation, 80% want the sharia way and 15% socialist ideology and the results of a survey (2011) among high school and junior high school students throughout Jabodetabek, the results found that 76% of students chose the sharia way and only 7% still believe in Pancasila as the way and norm to regulate life social in Indonesia. Several phenomena prove that threats to national diversity and integration still exist and are real.

The problem of national diversity and integration, which should have been resolved since the founding fathers established the Republic of Indonesia as the form of state and Pancasila as the basis of the State, is still being questioned and is a real threat. Azra (2020), Line (2020) and Raisa et al (2021) stated that there are still groups who want to change the shape of the country and the basis of the country, indicating that the problem of national diversity and integration cannot be taken lightly because it can trigger national disintegration.

Starting from the description above, this article wants to discuss the issue of educational challenges in maintaining national diversity and integration in the era of smart society 5.0. To answer this problem, we sequentially explain (1) the Era of Society 5.0 or Smart Society, (2) the urgency of caring for diversity, (3) the urgency of caring for national integration, and (4) the challenges of education in caring for national diversity and integration.

METHODS

This research uses a qualitative approach with a literature review method. The literature review method is a method of collecting and processing research materials in the form of library data which can be obtained from books or journals (Hatch et al, 2022, Nasir, 2022). The choice of this method was based on considering the availability of data in various media which examines theories related to educational challenges in maintaining national diversity and integration in the era of smart society 5.0. The method for collecting data using documentation is exploring various data in the form of online documents, articles, books and notes which are analyzed using a holistic approach. Its steps are 1) selecting library sources, 2) tracing library sources, 3) reading library sources, 4) taking notes and 5) presenting library study data.

RESEARCH RESULTS AND DISCUSSION

1. The Era of Society 5.0 or Smart Society

According to Fukuyama (2018), Vojko P et al (2020) and Carolina et al (2021), society 5.0 is a concept of a future society characterized by completely digital life, IOT, AI, Robotics and Big Data. In an all-digital

society, it is predicted that very rapid changes will occur in all aspects of life and therefore require very high adaptation of the abilities and speed of the people who live in it. Society 5.0 will bring extraordinary convenience for those who are ready and have digital skills (digital literacy) but on the contrary it will make things difficult for those who are not ready and do not have digital skills (digital illiteracy).

Society 5.0 is a comprehensive concept that seeks to answer various social and natural problems in society by changing the "state of society" through digital transformation such as ICT and IoT. According to Lena (2020) and Carolina et al (2021), there are at least six topics as basic technologies that can realize society 5.0, namely: (1) Human enhancement technology that allows sensitivity and control in CPS (Cyber-Physical System), (2) Innovative AI hardware technology and AI application systems, (3) Autonomous development type security technology of AI applications, (4) High-efficient networking technology and information input and output devices, (5) Next-generation manufacturing system technology that can support customization bulk and (6) Innovative measurement technology for digital manufacturing.

According to Carolina et al (2021), IoT, big data, artificial intelligence (AI), and robots are key technologies for realizing society 5.0. In society 5.0, AI and IoT technology functions as a data processor and analyzes data originating from humans themselves through physical sensors or in the form of data on humans themselves and then feeds back the data that has been processed by AI and IoT back to humans in various physical forms.

The ultimate goal of society 5.0 is so that every individual, including parents and women, can live a safe and secure comfortable and healthy life and every individual can realize the lifestyle they desire. Social reform (innovation) in society 5.0 will create a forward-looking society that destroys the existing sense of stagnation, a society whose members respect each other, transcend generations, and a society where everyone can live an active and enjoyable life.

What about Indonesia, are we ready to welcome the all-digital society 5.0? It seems that Indonesia is currently improving itself to face the era of smart society by making changes in various fields such as education, economics, government, politics and improving the quality of life. The use of technology in various fields has had a positive impact on people's lives. For example, the use of technologies such as e-learning, AI-based learning, virtual reality and augmented reality has enabled wider access to education and greater personalization. Likewise, innovation and added value occur in business so that sustainable economic growth occurs. In the field of improving the quality of life there have been changes to better health services, more efficient transportation management and improvements in the living environment. In the government sector there has been an improvement in public services to become better, more efficient and transparent. In the political sector, it has encouraged people to increase their political participation in democratic parties and freely channel their expressions of political activities through social media and mass media.

2. The Urgency of Caring for Diversity

Anneles (2008), Kam et al (2012), and Lisa et al (2022) stated that in a society that has diversity, an understanding of unification is needed. The understanding of uniting diversity (multicultural) in a multicultural society is multiculturalism. Multiculturalism is very necessary in all nations that have diversity because it treats every group or element equally. Multiculturalism treats each existing group or element fairly so that differences in diversity do not make it difficult for them to unite.

Azra (2020), Raisa et al (2021), Soerjohadiprodjo (2001) stated that from the start the Indonesian nation was a multicultural nation. Indonesia's current population is more than 272 million, consisting of many ethnicities, races, religions, cultures and languages. There are around 1,340 ethnic groups, thousands of regional languages, each with its own culture and customs. Indonesian people also adhere to different religions, although the majority are Muslim (\pm 80%), the rest are Christian, Catholic, Hindu, Buddhist, Confucian and adherents of other religious beliefs. All religions in the world have their own adherents and are spread in every region. This diversity is further strengthened by geographic factors because it is spread

over such a wide area. around 17,504 islands from Sabang to Merauke from Miangas to Rote, an island region separated by sea and straits.

Likewise, if we look at the age diversity of the population. Currently, it is recorded that around 35% belong to the baby boomer generation and generation born 2010 to now. This age diversity factor greatly influences the way of thinking and viewing a problem (Codrington et al 2004).

Considering the very high diversity of the Indonesian nation, it was predicted by many experts in the West that it would be difficult for Indonesia to be united into a national state. According to them, the unity or united effort of the Indonesian people could only happen because of colonialism. At the time of colonization, all the people felt that they shared the same fate and therefore felt that there was one target that had to be addressed together, namely expelling the invaders from Indonesia. In their view, if colonialism no longer exists, the united effort will disappear like dry sand. For them, the real ones are only Aceh, Batak, Minangkabau, Javanese, Sundanese, Jambi, Riau, Dayak, Malay and all other tribes that inhabit Indonesia with their respective cultures and languages.

Now, after 79 years of independence, this enormous diversity can still be united in a nation state. However, the diversity in this nation state continues to be tested and tried to be destroyed by a group of people who are not happy with the beauty of this diversity. They try to tear apart this diversity with intolerant ideologies and radical ideologies (Azra, 2020, Raisa et al, 2021)).

3. The Urgency of Caring for National Integration

National integration is a condition of the unification of various components within the nation. The unification of various components such as ethnicity, race, religion, culture, customs and language as well as territory means that these components are no longer separate and divided but become one complete and unified whole or there is unity between them. Agus et al (2012), Astawa (2017) and Fidelia et al (2021) stated that the efforts to unite the various components led to unity and unity between them. The occurrence of unity and unification of the various components of the nation is what is called national integration.

The integration of the developed nation may still experience disturbances and trials from within and from outside. Disturbances and trials can destroy that integration so that in the future the opposite condition, namely disintegration, can occur. That is why every nation tries and struggles as hard as possible to maintain the integration of its nation so that its nation can continue to exist. Without national integration, it is impossible for existence, let alone progress, within that nation. Therefore, national integration is something fundamental in every nation that wants to exist and progress. National integration is the *causa prima* or *primus inter pares* of the existence and progress of the nation. Therefore, national integration must be maintained and cared for, especially as the integration of the Indonesian nation is the result of a long process and struggle of all components of the nation since this nation was founded until now.

Novi et al (2021), Raisa et al (2021), Muhamad et al (2021) and Agus et al (2012) stated that every nation in the world must face various disturbances and trials in maintaining or maintaining the integration of its nation. Likewise, the Indonesian nation is not immune from disturbances and trials in maintaining and maintaining the nation's integration. Since the proclamation until now, Indonesia is still faced with various problems in national integration. One of them is to unite communities consisting of various and different ethnicities, races, religions, cultures, languages and customs. Experience so far shows that there are still frequent conflicts between ethnic, religious, cultural and regional groups. In fact, there are still desires from certain groups who want to separate themselves from the Republic of Indonesia (OPM) and who want to replace the nation's ideology with another ideology (Khilafah).

Although we must realize that national integration is something that is impossible to fully realize, just as it is impossible for conflicts between groups of citizens to be completely eliminated. Caring for national integration can be done in various ways, one of which is by building a strong spirit of togetherness between

groups, working together and respecting each other. In a society with high diversity, what is sought is not just similarities and agreements which are not easy to achieve, but what is most important is mutual understanding.

According to Novi et al (2021), Raisa et al (2021), Muhamad et al (2021) and Agus et al (2012), integration is a process of unifying a nation which includes all aspects of its life, such as social, political, economic and cultural aspects and so on. Fostering national integration can be done in various ways, starting with simple things such as getting used to working together, helping neighbors who are experiencing difficulties or participating in social activities that can foster a sense of empathy and sympathy among residents.

Soeharyanto (2015), Wahyudin et al (2021) and Yunita et al (2021) added that to realize National Integration it is necessary to create social, cultural, political, economic and other harmony. Basic and urgent things to do include realizing cultural integration and unity of various ethnicities, ethnicities, races and religions. Apart from that, it is also related to creating satisfaction felt by every ethnicity, tribe, race and between groups in a country. As citizens, every citizen should be able to be a good citizen by prioritizing unity and unity in accordance with the motto *Bhinneka Tunggal Ika*. Every citizen can appreciate existing differences such as differences in beliefs, languages, races and ethnicities. Therefore, it is important to foster a sense of unity and oneness in each generation of the nation from an early age.

4. The Educational Challenges Caring for National Diversity and Integration

Caring for the nation's diversity and integration can be done through various aspects of life, one of which is through the educational aspect. Syarizan et al (2017), Purnomo et al (2021), Mardiana et al (2021), Suryadi (2022) stated that education plays an important and central role because education not only functions to educate the life of the nation but also protects and maintains the integrity of the nation. The problem is that in the era of society 5.0 which is completely digital, implementing the function of education is not easy because of the increasing number of challenges both from within and outside society.

According to Yunita et al, 2021, Febri Amalia, et al, 2023 and Maria et al, 2022, one of the challenges of education in the era of society 5.0 is that it is becoming easier for people to absorb and receive an abundant flow of information. On the one hand, the ease of absorbing and receiving abundant information is positive because it can make people's lives easier. However, on the other hand, it can damage and endanger the lives of society, nation and state because not all information that is absorbed in abundance contains things that are educational and constructive. There is also much of this information that is destructive and discredits social, national and state life, such as information related to intolerance, radicalism, provocativeness, hate speech and hoaxes.

Another challenge is that there are still many people who do not have digital access, such as not having electricity, IT equipment and signals. Meanwhile, many people have not yet mastered IoT, AI, big data and automation, making it difficult for them to interact with the outside world. As a result, abundant information that is not always correct cannot be filtered properly. They are easily influenced by rubbish information that is deliberately circulated by irresponsible groups, namely those who want to damage and destroy the nation's diversity and integration.

Furthermore, there are groups who want to damage and destroy the nation's diversity and integration by spreading provocative and misleading information. They easily use digital platforms to spread their ideology into society. These groups even have digital buzzers which, although not large in number, are very militant and aggressive.

Facing such realities, education in the era of society 5.0 has an important role not only to advance the quality of human resources which require 21st century life skills, namely 4C (Creativity, Critical Thinking, Communication, Collaboration). Education in the era of society 5.0 also not only emphasizes mastery of 6 basic literacy competencies such as: (1) Reading and writing literacy, (2) Numeracy literacy, (3) Scientific

literacy, (4) Digital literacy, (5) Financial literacy and (6) Cultural literacy. But also literacy in national insight, namely literacy in the Republic of Indonesia, Pancasila, the 1945 Constitution and Bhinneka Tunggal Ika. This literacy is very important because it contains knowledge and skills in understanding and acting towards Indonesian culture as a national identity. Meanwhile, civic literacy is knowledge and skills in understanding the rights and obligations as citizens.

CONCLUSION AND RECOMMENDATION

1. Conclusion

The general conclusion is that in this era of smart society, the challenges of education in maintaining national diversity and integration are becoming increasingly difficult. Education no longer merely functions to educate but primarily to safeguard and maintain national integration. Maintaining and maintaining national integration is a challenge in itself considering that the Indonesian nation is very diverse. Especially in the era of smart society, dangerous threats can be infiltrated by radical and intolerant groups through digital platforms, IOT, big data and AI. Meanwhile, the specific conclusions are (1) the era of smart society 5.0 which is characterized by digital life, internet of things (IoT), big data and AI which have a positive impact on the nation's progress but also a negative impact in the form of threats to the nation's diversity and integration, (2) in In the smart society era, the very diverse diversity of the Indonesian nation must be well cared for in order to be able to maintain national integration, (3) strong national integration allows the Indonesian nation to be able to compete in global forums even in the smart society era, (4) education plays a strategic role in maintaining diversity. and national integration in facing the threat of a smart society.

2. Suggestions

The era of smart society is an inevitability that cannot be avoided but must be faced wisely. In dealing with the negative impacts of the smart society era, various efforts must be made, one of which is in the field of education. Education plays a central and strategic role because its function is to educate the nation's life while maintaining the nation's diversity and integration. Therefore, education must be carried out appropriately and responsibly at all levels and levels. Education in the era of smart society 5.0 should truly advance the quality of Indonesian human resources who master 21st century life skills including Creativity, Critical Thinking, Communication and Collaboration. Apart from that, education does not only emphasize mastery of 6 basic literacy competencies such as: (1) Reading and writing literacy, (2) Numeracy literacy, (3) Scientific literacy, (4) Digital literacy, (5) Financial literacy and (6) Financial literacy. culture, but the main thing is literacy of national insight, namely literacy of the Republic of Indonesia, Pancasila, the 1945 Constitution and Bhinneka Tunggal Ika. This literacy is very important because it contains knowledge and skills in understanding and acting towards Indonesian culture as a national identity. Apart from that, it is also necessary to master civic literacy, namely knowledge and skills in understanding the rights and obligations as citizens.

REFERENCES

1. Agus Maladi I, 2012, *Integrasi Nasional Sebagai Penangkal Etnosentrisme di Indonesia*, Semarang, Fasindo Press
2. Amar Boy R, 2021, *BNPT Beberkan Aktivitas Terkini, 6 Kelompok Jaringan Terorisme yang Masih Bergerak*, Jakarta, Liputan 6. Com
3. Anneles. Verdoalaege, 2008, *The South African Truth and Reconciliation Commision and Multicultural Discourse*, Journal of Multicultural Discourses, Vol 3, Issue 3
4. Astawa I.P.A, 2017, *Integrasi Nasional, Materi Perkuliahan Kewarganegaraan*, Denpasar, Universitas Udayana.
5. Azra A, 2020, *Mewujudkan Harmoni Dalam Kebhinnekaan: Masalah dan Solusinya*, Jakarta, UIN-BLU, <https://www.uinjkt.ac.id/azyumardi-azra-ada-lima-ancaman-keharmonisan-bangsa/>

6. Carolina N.R, Gustavo A.A. P, Diego F.L.B, and Carlos A.T.R, 2021, *Society 5.0: A Japanese Concept For A Superintelligent Society*, Sustainability Journal, 13, 6567, MDPI
7. Codrington G and Sue Grant M, 2004, *Generation Theory*, New York, Penguin.
8. Febri Amalia, Adelia Ayu Pertiwi, Fathia Sangadah, 2023, The Urgency of Character Education in Facing The Chalengges of The Era Society 5.0, Social, Humanities and Educational Studies, Vol 6, Issue 1
9. Fidelia Kirana E.H, Nasya Eliora L.T, Ni Kadek A. N, Tasya Apryani M, 2021, *Analysis National Integration and Disintegration of Millenial Generation in Digital Era*, Jurnal Pendidikan Tambusai, Vol 5 No. 3, p 10383-10393.
10. Fukuyama M, 2018, *Society 5.0: Aiming For a New Human Centered Society*, Special Article, Japan Spotlight, <https://www.jef.or.jp/journal>
11. Hatch.E and Farhady H, 2022, *Research Design and Statistic For Applied Linguistics*, Teheran, Rahmana Publications.
12. Kam Yee Law and Kim Ming Lee, 2012, *The Myth of Multiculturalism in Asia's World City: Incomprehensive policies for Ethnic Minorities in Hongkong*, Journal of Asian Public Policy, Vol 5 Issue 1
13. Lena Ellitan, 2020, *Competing in the Era of Industrial Revolution 4.0 and Society 5.0*, Surabaya, Jurnal Maksipreneur, Vol 10 No. 1 December 2020, p 1-12.
14. Line Kuppens, Sulley Ibrahim and Arnim Langer, 2020, *Unity Over Diversity? Teacher's Perceptions and Practices of Multicultural Education in Kenya*, A Journal of Comparative and International Education, Vol 50 Issue 5
15. LIPI, 2019, *BIN: 39 Persen Mahasiswa Terpengaruh Paham Radikal*, Jakarta, nasionalindonews.
16. Lisa Marie K and Stijn Daenekint, 2022, *Moving Multiculturalism: Multicultural Attitudes of Sossially Mobile Individuals Without a Migration Background*, European Societies Journal, Vol 24 Issue 1
17. Mardiana Abu B, Siao Sie T, Heidi Layne and Sanam Naraindas K, 2021, *Navigating Diversities: Experiences of Youths in One Singapore School*, Journal of Multicultural Discourses, Vol 16, Issue 3
18. Maria da Concecao Tavares, Graca Azevedo, Rui Pedro Marques, 2022, The Challenges and Opportunities of Era 5.0 for a More Humanistic and Sustainable Society—A Literature Review, Societies, Vol 12 Issue 6.
19. Muhammad Nur R, Nunuk Suryani dan Musa Pelu, 2021, *Sikap Integrasi Nasional Ditinjau Dari Pemahaman Nilai-Nilai Sejarah dan Sikap Sosial Siswa*, Surakarta, Jurnal Candi Vol 16 No. 2
20. Mulyana K.E, 2022, *Sepanjang 2020 hingga Maret 2022, Densus 88 Tangkap 658 Anggota Jaringan Terorisme*, Jakarta, Kompas TV.
21. Nasir. Moch, 2022, *Metode Penelitian*, Bogor, Ghalia Indonesia
22. Novi Suci D, Dinie Anggraeni D, dan Yayang Furie F, 2021, *Meningkatkan Integrasi Nasional Melalui Implementasi Nilai-Nilai Bhinneka Tunggal Ika*, Jurnal Pendidikan Tambusai, Vol 5 No. 3
23. Purnomo Y.W and Herwin (Ed), 2021, *Educational Innovation in Society 5.0 Era: Challenges and Opportunities*, Taylor and Francis, Group.
24. Rahman M.F, Najah S, Furtuna N.D dan Anti A, 2020, *Bhinneka Tunggal Ika Sebagai Benteng Terhadap Resiko Keberagaman Bangsa Indonesia*, Al-Din: Jurnal Dakwah dan Sosial Keagamaan, Vol 6 No. 2, <https://jurnal.iain-bone.ac.id/index.php/aldin/article/view/1183>
25. Raisa Ayu L dan Dinie Anggraini D, 2021, *Kajian Deskriptif tentang Identitas Nasional Untuk Integrasi Bangsa Indonesia*, DeCive: Jurnal Penelitian Pendidikan Pancasila dan Kewarganegaraan, Vol 1 No. 11
26. Suryadi, 2022, Chalengges and Opportunities For Community Empowerment in The Era of Society 5.0, Prosperity, Vol 2, Issues 2
27. Syarizan Dalib, Minah Harun, and Norhafezah Yusof, 2017, *Student Intercultural Competence in a Malaysian Campus:a Phenomenological Approach*, Journal of Multicultural Discourses, Vol 12, Issue 1
28. Soeharyanto A, 2017, *Dilema Multikulturalisme Pada Masyarakat Multikultur di Medan*, Jurnal Kewarganegaraan 25 (PPKn FIS, Universitas Negeri Medan. Vol 1 No. 2
29. Suryohadiprodjo. S, 2021, *Integrasi Bangsa*, Jakarta, Jurnal Ketahanan Bangsa Vol VI No. 2

30. Tim Peneliti, 2010, *Survey Paham Radikalisme Pada Mahasiswa UI, ITB, UGM, UNAIR, UNIBRAW, UNPAD, UNHAS, UNAND, UNSRI dan UNSYAH*, Jakarta, Lembaga Pengkajian Islam dan Perdamaian.
31. Tim Peneliti, 2011, *Survey Paham Radikalisme Pada Siswa SMA dan SMP se Jabodetabek*, Jakarta, Lembaga Pengkajian Islam dan Perdamaian.
32. Vojko P, Matjaz M and Zlatko N, 2020, *Society 5.0: Balancing of Industry 4.0, Economic Advancement and Sosial Problems*, Emerald Insight: Discover Journals, Books and Case Studies, Vol 1 Issue 2
33. Wahyudin Noe, Novia Wahyu W, Sitirahia Hi U, Rasid Yunus, 2021, *Realizing Multiculturalism and Sosial Integration in Banuroja Community*, Jurnal Civics: Media Kajian Kewarganegaraan, Vol 18 No. 1
34. Yunita Y.I dan Dinie A.D, 2021, *Strengthening National Integration Through Generation of Nations and Technology in Citizension Education Learning*, Journal of Education Humaniora and Sosial Sciences (JEHSS), Vol 4 No. 1