Redefining Family Education in the Age of Industry 5.0: Preparing Future-Ready Generations

Listiyani Siti Romlah,* Ida Faridatul Hasanah, Uswatun Hasanah, M. Yasin al Arif

Raden Intan State Islamic University Lampung, Indonesia
*Correspondence: ✉ listiyani.siti@radenintan.ac.id

	Abstract
Keywords: Family Education; 5.0 Era; Future Generation .	In this rapidly developing Industry 5.0 era, technology transformation has dramatically changed the social, economic, and educational landscape. Education becomes a crucial factor in shaping a generation that is ready to face complex future challenges. However, the traditional role of the family in children's education has changed along with the development of technology and increasingly dynamic social relationships. This research aims to describe the role of the family in children's education and reflect new views on family education in the Industry 5.0 era. This research uses a qualitative approach involving a literature review from various sources that include empirical studies, research reports, scientific articles, and other publications relevant to the topic. The results of the study show that the role of the family in children's education has undergone significant evolution in recent decades. In the Industry 5.0 era, families are faced with various new challenges, including the increasing influence of technology in daily life. Families must overcome the impact of this technology wisely to ensure that their children's education stays on the right track. Family education in Industry 5.0 should also include preparing children to face an increasingly connected world. Education should emphasise social and emotional skills, as well as critical thinking abilities and creativity, so that children can adapt to changes and take advantage of existing opportunities. The importance of collaboration between families and educational institutions in supporting children's development was also noted. In conclusion, the role of the family in children's education becomes increasingly important when facing Industry 5.0 challenges. In facing social and technological changes, families need to seek new ways to support the development of future generations to become competitive, creative, and adaptive individuals in an unpredictable future.

INTRODUCTION

The shifts in the Society 5.0 era highlight that humanity continuously evolves its potential, driving progress and change across various fields. This era is marked by advanced digital technology, artificial intelligence (AI), and pervasive connectivity dominating daily life. People, in turn, are challenged to adapt to these changes.[1] The advancements and conveniences of the 5.0 era also pose significant challenges for Indonesia's youth.

Moreover, there's been a seamless integration of technology into many aspects of human life, including education.[2] Hence, today's youth are growing up in a digitally interconnected environment, influencing the way they learn, communicate, and interact.[3] Digital technology's content can deeply impact their behavior and morals. Negative information can lead individuals to adopt negative behaviors, and vice versa.

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[1] Komang Novita Sri Rahayu, "Sinergi Pendidikan Menyongsong Masa Depan Indonesia Di Era Society 5.0," *Edukasi: Jurnal Pendidikan Dasar* 2, no. 1 (2021): hlm. 87–100.

[2] Uswatun Hasanah, Istiazah Ulima Hakim, and Zaki Faddad Syarif Zain, "Islamic Education in the Society 5.0 Era: Lesson to Learn," *IJECA: International Journal of Education and Curriculum Application* 6, no. 1 (2023): 21–32, https://doi.org/https://doi.org/10.31764/ijeca.v6i1.12151.

[3] Sulastri Harun, "Pembelajaran Di Era 5.0," in *Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0* (Gorontalo: Pascasarjana Universitas Negeri Gorontalo, 2021), hlm. 265–76.

Another fact to consider is that advancements in the 5.0 era are inevitable. The best approach is to embrace and strive to adapt efficiently.[4] In the Industry 5.0 era, digital competency is crucial. Children should be given opportunities to hone necessary digital skills to remain relevant in an increasingly automated job market.[5] Apart from digital proficiency, soft skills are another essential asset for today's youth.[6] Beyond technical skills, future generations need to cultivate soft skills like problem-solving, creativity, communication, and leadership.

This situation has led governments and educational institutions to recognize the importance of preparing the youth for an uncertain future. This recognition is reflected in ever-evolving educational policies striving to develop curricula relevant to the Industry 5.0 demands.[7] Revolutionary governmental policies won't progress without parental support. Parents play a vital role in backing their children's education in the Industry 5.0 era.[8]

Parents are the primary caregivers responsible for their child's well-being and education. They need to set good examples in managing technology, promoting lifelong learning, and providing necessary emotional support. Hence, family education can assist in fostering a child's competencies through experiential learning and daily interactions. Therefore, families, as the primary environment in everyone's life, must understand technology's impact and guide children to utilize it positively.

Family education isn't solely about imparting technical knowledge but also shaping character, skills, and comprehension needed for children to succeed (Morrish, n.d.) and contribute to an increasingly complex society.[9] While many studies have assessed the significance of parental roles in education, their focus remains on parental patterns in the digital era[10][11] parents' roles in nurturing children's spirituality[12], parents' involvement during the pandemic[13], and parents' roles in building digital resilience in children[14] .No studies specifically address the form of family education aimed at preparing the youth to thrive in the Society 5.0 era. Families need to find novel ways to support the upcoming generation, ensuring they are competitive, creative, and adaptive when facing an unpredictable future. Therefore, this research aims to redefine the concept of family education in the Society 5.0 era, preparing the youth for the future.

This study will employ a descriptive qualitative approach. This method will enable the researcher to elucidate and comprehend family education in the context of Industry 5.0 in depth and detail. By

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[4] Rahayu, "Sinergi Pendidikan Menyongsong Masa Depan Indonesia Di Era Society 5.0." hlm. 66

[5] Hasanah, Hakim, and Zain, "Islamic Education in the Society 5.0 Era: Lesson to Learn."

[6] Ali Taofan Achmadi et al., "Analisis 10 Tingkat Soft Skills Yang Dibutuhkan Mahasiswa Di Abad 21," *Jurnal Teknobuga* 8, no. 2 (2020): hlm. 145–51.

[7] Miftahudin Marliani, Siagian, "Menjawab Tantangan Era Sociaety 5.0 Melalui Inovasi Kurikulum Merdeka Di Sekolah Dasar," *Al-Irsyad* 105, no. 2 (2017): 79, https://doi.org/https://doi.org/10.31004/jpdk.v4i5.7441.

[8] Emilia Mude, "Cyber Parenting In Society 5.0," *Integritas: Jurnal Teologi* 2, no. 1 (2020): 61–76, https://doi.org/https://doi.org/10.47628/ijt.v2i1.30.

[9] Tri Noviana, ""Pemenuhan Layanan Pendidikan Bagi Peserta Didik Penghayat Kepercayaan (Indigenous Religion) Di DIY(Studi Kasus Kabupaten Gunungkidul Pada Tahun 2022)," *Jurnal Ekonomi Dan Bisnis Digital/EKOBIL* 2, no. 1 (2023), https://jurnal.smartindo.org/index.php/ekobil.

[10] Aslan Aslan, "Peran Pola Asuh Orangtua Di Era Digital," *Jurnal Studia Insania* 7, no. 1 (2019): 20, https://doi.org/10.18592/jsi.v7i1.2269.

[11] Ahmad Muslih Atmojo, Rahma Lailatus Sakina, and Wantini Wantini, "Permasalahan Pola Asuh Dalam Mendidik Anak Di Era Digital," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (2021): 1965–75, https://doi.org/10.31004/obsesi.v6i3.1721.

[12] Juniriang Zendrato, "The Impact of the Family Relationship on Children's Spirituality in Tangerang, Indonesia," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 3 (2021): 749–57, https://doi.org/https://doi.org/10.31004/edukatif.v3i3.409 Copyright.

[13] Anis Nashooihul Umam et al., "Pengaruh Keterlibatan Orang Tua Dalam Pendidikan Anak Di Masa Pandemi," in *Prceedings UIN Sunan Gunung Djati Bandung* (UIN Sunan Gunung Djati Bandung, 2021).hlm. 87

[14] Muslim and Milsani Ramkita, "Digital Parenting Dalam Membangun Online Resilience Anak Pada Era Transformasi Digital Di Kota Palembang," *Jurnal Ilmu Pengetahuan Sosial* 9, no. 10 (2022): hlm. 3788–99.

integrating empirical studies, research reports, scientific articles, and other publications, the study aims to understand the developments, trends, and findings regarding family education in the Industry 5.0 era. The initial step involves identifying literature sources relevant to the research topic. Subsequently, these identified sources will be evaluated for relevance and quality. Sources that meet these criteria will be selected for inclusion in the literature review. In the following stage, information gathered by the researcher from various sources will be systematically analyzed using content analysis.[15]

RESULTS AND DISCUSSION
The Role of Family vs. Challenges of Industry 5.0

The role of the family in a child's education is pivotal. The family acts as the primary educational institution for a child.[16] Parents, being the first educators within a family, hold a crucial responsibility in educating their child.[17] In Islam, families serve as the foremost social institution in shaping the character of children to withstand broader societal challenges.[18] Child education lays the foundation for building a robust nation.

Family, traditional institutions, village governments, and higher education institutions can collaborate to enhance children's learning motivation in traditional villages.[19] Families can support their children's education at home in several ways, including: 1. Creating a comfortable and safe learning environment. Parents can emotionally support their child and foster a conducive atmosphere for learning.[20] 2. Assisting children in their studies according to each child's unique character. Parents can understand their child's needs and characteristics to provide appropriate guidance.[21] 3. Communicating effectively with teachers. Parents can interact with teachers to understand their child's school progress and get recommendations for supporting their child's education at home.[22] 4. Setting a good example. Parents can demonstrate positive behaviors and instill children with constructive values.[23] 5. Enhancing family literacy. Parents can read children's stories, assess their didactic value, and devise family literacy education strategies for application within the family setting.[24] By fostering education at home, families can lay a strong foundation for children's development, shaping characters resilient to broader societal challenges.

From the family's support at home, it can significantly impact adapting to Industry 5.0. Industry 5.0 represents an industrial revolution encompassing advanced digital technologies and automation. The

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[15] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2018). Hlm. 43

[16] Wisnu Saputra, "Pendidikan Anak Dalam Keluarga," *Tarbawy: Jurnal Pendidikan Islam* 8, no. 1 (2021): hlm. 1–6.

[17] Andi Syahraeni, "Tanggung Jawab Keluarga Dalam Pendidikan Anak," *Al-Irsyad Al-Nafs: Jurnal Bimbingan Dan Penyuluhan Islam* 2, no. 1 (2015).

[18] Khalid Ramdhani, Iwan Hermawan, and Iqbal Amar Muzaki, "Pendidikan Keluarga Sebagai Fondasi Pertama Pendidikan Karakter Anak Perspektif Islam," *Ta'lim* 2, no. 2 (2020): hlm. 36–49.

[19] Wahyuni Purnami, Ambros Leonanggung Edu, and Elisabet Sarinastitin, "Peran Keluarga, Lembaga Adat, Pemerintah Desa, Dan Perguruan Tinggi Dalam Meningkatkan Motivasi Belajar Anak Di Perkampungan Tradisional," *Jurnal Pendidikan Dan Kebudayaan Missio* 7, no. 1 (2015): hlm. 150–54.

[20] Ihsan Maulana and Farida Mayar, "Pengembangkan Kreativitas Anak Usia Dini Di Era Revolusi 4.0," *Jurnal Pendidikan Tambusai* 3, no. 3 (2019): hlm. 1141–49.

[21] Istina Rakhmawati, "Peran Keluarga Dalam Pengasuhan Anak," *Jurnal Bimbingan Konseling Islam* 6, no. 1 (2015): hlm. 1–18.

[22] Ike Junita Triwardhani et al., "Strategi Guru Dalam Membangun Komunikasi Dengan Orang Tua Siswa Di Sekolah," *Jurnal Kajian Komunikasi* 8, no. 1 (2020): hlm. 99–113.

[23] Rakhmawati, "Peran Keluarga Dalam Pengasuhan Anak." Hlm, 87

[24] Meliyanti Meliyanti et al., "Kajian Literatur: Perkembangan Literasi Dan Numerasi Di Lingkungan Keluarga," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 6504–12.

effects of Industry 5.0 on family life remain under-researched. The impact on parents' leisure time is still under-studied. However, research on gadget and social media use concerning children and teenagers provides insight into technology's influence on family leisure time.[25] Research indicates that gadgets and social media can influence children's and teenagers' free time, suggesting parents might be similarly affected. Such usage can diminish quality time meant for family interactions and health-supportive activities.[26] Additionally, gadget and social media use can affect the interaction quality between parents and children, influencing the overall family bond.[27] Therefore, there's a need for awareness and proper technology usage management to preserve family time and interaction quality.

Furthermore, Society 5.0 has induced significant shifts at all levels, from corporate environments to individuals. Sweeping changes, digital transformation, and industrialization are currently unfolding globally, affecting diverse societal facets like public administration, industry structures, job markets, and individual privacy. This transformation will lead to societal changes in the 5.0 era.[28]

In the past decade, our lives have transformed. Digital technology transitioned us from a manufacturing-centered industrial society to one where information reigns supreme.[29] Our personal and professional lives brim with digital data and information technology, fostering and sharing ideas that consecutively birth new business endeavours.[30]

Additionally, education's evolution in the Society 5.0 era is inevitable.[31] Technological advancements demand preparedness for innovation disruptions across all sectors. This era brims with quality competition in education. Society 5.0 will emerge alongside Industry 5.0, sparking an industrial revolution that will further be fortified by Education 5.0, producing "High-Definition Educators 5.0".[32] In recent years, Islamic education has also been influenced by the new technologies of Society 5.0, bringing about significant structural changes. The Modern Society 5.0 technology has propelled digital teaching with video conferencing and virtual reality tools, reaching more students simultaneously without physical classroom constraint.[33] This phenomenon poses a challenge for parents to offer tangible contributions to their children through family education in tackling the diverse needs of the 5.0 era.

Essential Skills for the Future Generation

In the turbulent era of Industry 5.0, where technology has undergone profound changes,[34] as well as shifts in the economic and educational structures, a new set of skills is becoming necessary for the

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[25] Fitriana Fitriana, Anizar Ahmad, and Fitria Fitria, "Pengaruh Penggunaan Gadget Terhadap Perilaku Remaja Dalam Keluarga," *Psikoislamedia: Jurnal Psikologi* 5, no. 2 (2021): hlm. 182–94.

[26] Fitriana, Ahmad, and Fitria. Hlm. 43

[27] Inda Lestari, Agus Wahyudi Riana, and Budi M Taftazani, "Pengaruh Gadget Pada Interaksi Sosial Dalam Keluarga," *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat* 2, no. 2 (2015).

[28] Maria Tavares, Graca Maria Azevedo, and et.al, "The Challenges and Opportunities of Era 5.0 for a More Humanistic and Sustainable Society: A Literature Review," *Societies* 12, no. 6 (2022): 149, https://doi.org/https://doi.org/10.3390/soc12060149.

[29] M Ardiansyah and Masayu Nila Juwita, "Reconstruction of Marriage and Divorce Law for Civil Servants," *SMART: Journal of Sharia, Tradition, and Modernity* 3, no. 1 (2023): 55–68, http://ejournal.radenintan.ac.id/index.php/smart/article/view/16979/6541.

[30] Tavares, Azevedo, and et.al, "The Challenges and Opportunities of Era 5.0 for a More Humanistic and Sustainable Society: A Literature Review." hlm. 76

[31] Rahayu, "Sinergi Pendidikan Menyongsong Masa Depan Indonesia Di Era Society 5.0."

[32] Tavares, Azevedo, and et.al, "The Challenges and Opportunities of Era 5.0 for a More Humanistic and Sustainable Society: A Literature Review."

[33] Syamsul Bahri, "Konsep Pembelajaran PAI Di Era Society 5.0," *Edupedia* 6, no. 2 (2022): 133–45, https://doi.org/10.35316/edupedia.v6i2.1592.

[34] Uswatun Hasanah et al., "Pendidikan Tauhid Solusi Penguatan Online Resilience Peserta Didik Di Era Digital," *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan* 14, no. 1 (2023): 58–66.

upcoming generation.[35] Skills that were once deemed important may no longer be relevant, while new skills will emerge as vital and irreplaceable.[36] Responding to the advanced technological and informational progress,[37] possessing these skills will be crucial for the next generation, especially in the era of Industry 5.0.

Among the skills that must be mastered are high-level digital literacy and technology skills. Digital and technological literacy is especially crucial in today's rapidly advancing technological age.[38] By fostering digital literacy, our generation can develop critical thinking skills, ethical behavior, and responsible digital citizenship.[39] The ability to quickly adapt to technological changes is deemed essential. The succeeding generation must possess the capability to understand, learn, and master new technologies swiftly as they emerge.[40] This adaptability is seen as a significant "asset" because it provides an edge in facing the challenges and opportunities posed by technological advancements, ensuring continued relevance and effectiveness in an ever-evolving world.

Industry 5.0 promotes innovation as the primary driver of growth.[41] It demands the future generation to possess abilities and skills in creative thinking, problem-solving, and generating innovative ideas[42] to tackle new challenges. Additionally, they should be able to critically analyze information, discern valid data, and make decisions based on deep understanding.[43] This equips them to contribute positively to society.

Another essential skill is understanding the ethical implications of their actions when handling and sharing information in the digital age.[44] With a strong grasp of ethics, the upcoming generation will be better equipped to make responsible decisions, avoid actions harmful to others,[45] act with integrity in technological use, and interact ethically with other community members. In an increasingly connected era, this understanding is crucial, as one's actions can have broader and more significant consequences than ever before. By comprehending technology ethics, individuals have a solid foundation to act positively in an increasingly complex environment.

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[35] Kanda Ruskandi, Erik Yuda Pratama, and Dina Jatnika Nurmala Asri, *Transformasi Arah Tujuan Pendidikan Di Era Society 5.0*, ed. Tanzilia Nur Fajriati (Sumedang: CV. Caraka Khatulistiwa, 2021).

[36] Osi Kusuma Sari, Neila Ramdhani, and Subandi Subandi, "Kesehatan Mental Di Era Digital: Peluang Pengembangan Layanan Profesional Psikolog," *Media Penelitian Dan Pengembangan Kesehatan* 30, no. 4 (2020).

[37] Ida Faridatul Hasanah and Uswatun Hasanah, "Pemikiran Pendidikan Islam Perspektif Ibnu Sina Dan Relevansinya Di Era Modern," *ISTIGHNA: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2023): 31–44.

[38] Chris Moore, "Teaching Digital Natives: Partnering for Real Learning," *International Journal for Educational Integrity*, 2010, https://doi.org/10.21913/ijei.v6i2.707.

[39] Dinie Anggraeni Dewi et al., "Menumbuhkan Karakter Siswa Melalui Pemanfaatan Literasi Digital," *Jurnal Basicedu* 5, no. 6 (2021): 5249–57.

[40] Nataliia Tytova and Khrystyna Mereniuk, "Digital Literacy of Future Teachers in the Realities of Large-Scale Military Aggression (Ukrainian Experience)," *Futurity Education* 2, no. 3 (2022): 43–54.

[41] Achmad Tahar, Pompong B Setiadi, and Sri Rahayu, "Strategi Pengembangan Sumber Daya Manusia Dalam Menghadapi Era Revolusi Industri 4.0 Menuju Era Society 5.0," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): hlm. 12380–94.

[42] Ni Putu Sri Pinatih, "Pembelajaran Menyenangkan Dalam Menyongsong Era Society 5.0," in *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, 2020, hlm. 64–76.

[43] Endang Fatmawati, "Tantangan Literasi Informasi Bagi Generasi Muda Pada Era Post-Truth," *Jurnal Perpustakaan Pertanian* 28, no. 2 (2019): hlm. 57–66.

[44] Luciano Floridi, *The Ethics of Information* (Oxford University Press, USA, 2013). Hlm. 84

[45] Ulfi Faizah, "Etika Lingkungan Dan Aplikasinya Dalam Pendidikan Menurut Perspektif Aksiologi," *Jurnal Filsafat Indonesia* 3, no. 1 (2020): hlm. 14–22.

Family education plays a crucial role in assisting the future generation to develop skills invaluable in the Industry 5.0 era.[46] Families can support lifelong learning[47] and have a duty to provide early education to children, including introducing them wisely to digital technology.[48] They also play a role in shaping the child's character and moral values.[49] Families should support their children in becoming proficient in digital and technological literacy, allowing space to explore their interests while ensuring guidance and understanding regarding ethics and responsible behavior in technology use.

Consequently, a family isn't merely a place where children grow up; it's an environment with a significant role in shaping individuals capable of navigating the changes of the Industry 5.0 era with relevant skills and robust ethical understanding. With the right family support, the next generation will be better prepared to tackle the myriad challenges of a continually transforming world.

The Foundation of Successful Education in the Industry 5.0 Era

Children's education is a shared responsibility between families and educational institutions.[50] Close collaboration between these two entities isn't optional but is critical in shaping the future of the coming generation.[51] As social and educational dynamics change, understanding the urgency of partnerships between families and educational institutions continues to grow. Effective collaboration between families and educational institutions, such as schools, plays a crucial role in forming children's education and development.[52] This cooperation is pivotal in supporting the holistic development of children, providing meaningful education, and preparing the younger generation for a brighter future.

When families and educational institutions work together, they can ensure that messages and values taught at school are consistent with those imparted at home. This lays a solid foundation for children's moral and intellectual development.[53] Collaboration between families and institutions supports the emotional and social aspects of child development.[54] Children feel safer and more supported when they see consistency in the encouragement from both their families and teachers. Such collaboration aids in instilling character, ethics, responsibility, and the positive values needed to become a good community

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[46] Rifa Hanifa Mardhiyah et al., "Pentingnya Keterampilan Belajar Di Abad 21 Sebagai Tuntutan Dalam Pengembangan Sumber Daya Manusia," *Lectura: Jurnal Pendidikan* 12, no. 1 (2021): hlm. 29–40.

[47] Muhammad Yunus and Agus Wedi, "Konsep Dan Penerapan Pendidikan Sepanjang Hayat Dalam Keluarga," *Jurnal Inovasi Dan Teknologi Pembelajaran* 5, no. 1 (2019): hlm. 31–37.

[48] Stephanus Turibius Rahmat, "Pola Asuh Yang Efektif Untuk Mendidik Anak Di Era Digital," *Jurnal Pendidikan Dan Kebudayaan Missio* 10, no. 2 (2018): hlm. 143–61.

[49] Vini Agustiani Hadian, Dewinta Arum Maulida, and Aiman Faiz, "Peran Lingkungan Keluarga Dalampembentukan Karakter," *Jurnal Education and Development* 10, no. 1 (2022): hlm. 240–46.

[50] Syarifah Rahmi, "Kerja Sama Orang Tua Dan Guru Dalam Membentuk Kepribadian Peserta Didik Di Sekolah," *JURNAL AZKIA: Jurnal Aktualisasi Pendidikan Islam* 16, no. 2 (2021).hlm. 54

[51] Yohanes Mihit, "Dinamika Dan Tantangan Dalam Pendidikan Pancasila Di Era Globalisasi: Tinjauan Literatur," *Educationist: Journal of Educational and Cultural Studies* 2, no. 1 (2023): hlm.357–66.

[52] Endah Winarti, Zainal Abidin, and Akhmad Fauzi Hamzah, "Kajian Integratif Urgensi Kemitraan Sekolah Dalam Menjaga Keberlangsungan Hidup Lembaga Pendidikan Islam," *Indonesian Journal of Islamic Education Studies (IJIES)* 4, no. 2 (2021): hlm. 178–96.

[53] Diki Awaluddin Ramdhani et al., "Problematika Guru PAI Dalam Mengembangkan Akhlak Siswa," *Edukatif Jurnal Ilmu Pendidikan*, 2022, https://doi.org/10.31004/edukatif.v4i3.2878.

[54] Sjafiatul Mardliyah, Wiwin Yulianingsih, and Lestari Surya Rachman Putri, "Sekolah Keluarga: Menciptakan Lingkungan Sosial Untuk Membangun Empati Dan Kreativitas Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): hlm. 576.

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member.[55] When families are actively involved in their children's education, children tend to be more motivated to learn, believing their education is essential.[56]

In other words, strong collaboration between families and educational institutions creates a more robust and supportive educational ecosystem. This aligns with the viewpoint[57] that with the roles of families, educational institutions, and other stakeholders, education will form a strong foundation, preparing students to face future challenges. This cooperation positively impacts children's education and enhances educational quality. Undoubtedly, it benefits not only the children directly but also helps shape a smarter, ethical community that positively engages in educating future generations.

In this Industry 5.0 era, it is imperative for families to proactively pursue various new ways to support the development of future generations. The goal is for children to become individuals with competitive advantages, high creativity, and strong adaptative abilities to face a constantly changing world.[58] The methods needed to achieve this goal include creating open communication spaces at home. This way, families can realize the importance of opening honest and transparent communication channels between family members,[59] allowing children to talk about their feelings, share experiences, and seek guidance from their parents. Furthermore, it's about developing critical thinking skills, where families should encourage children to think critically about the information they receive.[60] This involves critical questioning, evaluation of information, and the development of analytical skills. In addition, families need to create an environment that stimulates the children's creativity.[61] As stated by Untung[62], stimulating creativity by supporting children's interests and explorations in various fields such as art, science, or sports helps them develop creative thinking and innovative abilities.

Additionally, recognizing the unique interests and talents of children[63] and providing opportunities to develop them is crucial. Recognizing and giving opportunities to develop their talents equips children with the tools needed for success and happiness in the future. This also helps them live satisfying and accomplished lives, in line with their true potential.[64] Next is teaching digital ethics and online privacy, in an increasingly digitally connected world, it's important to teach children about the ethics of technology use and maintaining their privacy.[65] This involves awareness about cyberbullying, protection of personal data, and safe online behavior.[66] The last method is developing independence in children, an essential part of preparing them for the future. Developing independence includes teaching them skills such as

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[55] Jito Subianto, "Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas," *Edukasia: Jurnal Penelitian Pendidikan Islam* 8, no. 2 (2013). Hlm. 45

[56] Wendy S Grolnick, "Parental Involvement and Children's Academic Motivation and Achievement," in *Building Autonomous Learners: Perspectives from Research and Practice Using Self-Determination Theory* (Springer, 2016), hlm. 169–83.

[57] Nur Khamalah, "Penguatan Pendidikan Karakter Di Madrasah," *Jurnal Kependidikan* 5, no. 2 (2017): 200–215.

[58] Siti Zubaidah, "Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran," in *Seminar Nasional Pendidikan*, vol. 2, 2016, hlm. 1–17.

[59] Rahmawati Rahmawati and Muragmi Gazali, "Pola Komunikasi Dalam Keluarga," *Al-Munzir* 11, no. 2 (2018): hlm. 245–327.

[60] Rahmat, "Pola Asuh Yang Efektif Untuk Mendidik Anak Di Era Digital." Hlm. 33

[61] Ine Setia, "Peran Orang Tua Dalam Menumbuhkembangkan Kreativitas Anak," *Atthulab: Islamic Religion Teaching and Learning Journal* 2, no. 1 (2017): hlm. 83–96.

[62] Untung Nopriansyah, "Mengembangkan Kreatifitas Anak Melalui Permainan Warna Dengan Media Benang," *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 1, no. 2 (2018): hlm. 16–35.

[63] Bunda Lucy, *Panduan Praktis Tes Minat Bakat Anak* (Penebar PLUS+, 2016). Hlm. 76

[64] Barbara Prashnig, *The Power of Learning Styles: Mendongkrak Anak Melejitkan Prestasi Dengan Mengenali Gaya Belajarnya* (Kaifa, 2007). Hlm. 65

[65] Floridi, *The Ethics of Information.* Hlm. 43

[66] Siti Mahmudah et al., "Job Stress, Role Expectation Conflict, Co-Worker Support, and Work-Life Balance among Muslimah Scholars: A Study in the Indonesian Historical Women Political Movement Members," *Islamic Guidance and Counseling Journal* 5, no. 2 (2022): 172–84, https://doi.org/10.25217/igcj.v5i2.3000.

time management, decision-making, and how to overcome challenges on their own.[67] By implementing the aforementioned methods, families can assist their children in becoming individuals who are ready to face the future with the necessary confidence, skills, and understanding to compete in a constantly evolving world

CONCLUSION

In the Society 5.0 era, the role of family education for children has become increasingly crucial. Families must wisely face new emerging challenges, such as the significant influence of technology. Therefore, through family education, the younger generation must be prepared to face an advancing world that prioritizes the development of social, emotional skills, critical thinking, and creativity. Collaboration between families and educational institutions is also essential in addressing these social and technological changes. Families need to find new ways to assist the next generation, ensuring they become competitive, creative individuals who can adapt well in the future. These methods include fostering open communication at home, developing critical thinking abilities, stimulating creativity, recognizing children's interests and talents, teaching digital ethics and online privacy, and building independence to prepare children for the future.

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