

# KEPEMIMPINAN PUBLIK DI ERA 5.0

*by Fatchul Muin 4*

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**Submission date:** 01-Jun-2023 02:21PM (UTC+0700)

**Submission ID:** 2106574064

**File name:** C44\_ISBN\_978-623-09-2747-8\_Sonpedia.pdf (812.08K)

**Word count:** 8670

**Character count:** 55791

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Penerbit : **SONPEDIA**  
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**ISBN : 978-623-09-2747-8****Editor:**

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**Penerbit :**

PT. Sonpedia Publishing Indonesia

**Redaksi :**

Jl. Kenali Jaya No 166 Kota Jambi 36129 Tel +6282177858344  
Email: sonpediapublishing@gmail.com Website: www.sonpedia.com

**Anggota IKAPI : 006/JBI/2023**

Cetakan Pertama, Maret 2023

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Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara  
Apapun tanpa ijin dari penerbit

## KATA PENGANTAR

Puji syukur kepada Tuhan yang Maha Esa, Tim penulis dapat menyelesaikan penulisan buku berjudul “**Kepemimpinan Publik di Era 5.0**”. Tidak lupa kami ucapkan bagi semua pihak yang telah membantu dalam penerbitan buku ini.

Kepemimpinan publik merupakan salah satu hal yang sangat penting dalam menjalankan roda pemerintahan dan pembangunan suatu negara. Era 5.0, yang ditandai dengan semakin pesatnya perkembangan teknologi dan informasi, memunculkan tantangan baru bagi para pemimpin publik untuk dapat mengikuti dan mengantisipasi perubahan yang terjadi. Oleh karena itu, buku ini hadir untuk membahas bagaimana kepemimpinan publik di era 5.0 harus dilakukan dengan mengadopsi inovasi dan teknologi yang ada, sambil tetap menjunjung tinggi nilai-nilai kejujuran, transparansi, dan partisipasi publik.

Buku ini ditulis dengan harapan dapat memberikan panduan dan pemahaman yang lebih baik tentang bagaimana kepemimpinan publik dapat dijalankan dengan baik di era 5.0. Pembahasan yang disajikan meliputi konsep dan teori kepemimpinan publik, isu-isu terkini yang dihadapi oleh pemimpin publik, serta strategi dan praktik yang dapat dilakukan untuk menghadapi tantangan tersebut.

Semoga buku ini dapat menjadi referensi yang berguna bagi para pemimpin publik, praktisi, dan mahasiswa yang tertarik untuk mempelajari lebih dalam tentang kepemimpinan publik di era 5.0.

Buku ini mungkin masih terdapat kekurangan dan kelemahan. Oleh karena itu, saran dan kritik para pemerhati sungguh tim penulis harapkan. Semoga buku ini bermanfaat bagi para pembaca.

Jambi, Maret 2023  
**Tim Penulis**

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## BAGIAN 4

### KETERAMPILAN KOMUNIKASI

(Fatchul Mu'in)

#### A. INTRODUCTION

It is almost only possible for humans to pass their days by communicating. Communication means sending and receiving information between two or more people. The person sending the message is known as the sender, while the person receiving the information is called the recipient. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions, and even emotions

Communication is the act of conveying information to one another to create a shared understanding. In this case, language plays an important role. In a social context, language is meant for communication and <sup>9</sup> is an important medium for establishing and maintaining social relations. For example, two people are sitting in the waiting area of a bus station, and they start to introduce themselves and talk to each other. In short, they know each other. As they introduce themselves, talk, and get to know each other, they build social relationships and may maintain them. Therefore, building <sup>9</sup> and maintaining social relations must involve the use of language (Nanik Mariani & Fatchul Mu'in, 2007: 6).

Communication can be defined as the expression, interpretation, and negotiation of meaning for certain purposes in certain contexts (Benati, Alessandro G., 2020: 14). Expressions of meaning can be verbal, and people can express sense without language (e.g., raising eyebrows, smiling, waving hands, squinting). In face-to-face interactions, people use verbal and non-verbal expressions of meaning. Communication is not one-sided, and there is always someone or another entity expected to be involved in understanding the message or the intent of the message we want to convey. In communication, the interlocutor starts checking meaning, which can lead to negotiating to mean. Meaning refers to the information contained in the message we want to convey.

Communication is the exchange of ideas between people, either orally or in writing. Communication requires fluency in delivery and accuracy in meaning. Communication refers to using the right language without hesitation and then using the grammatically and phonologically correct language. Speaking occurs in the listener's presence because the listener responds to the speaker's communication. "Communication is giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, seek information, provide information or express emotions."

Communication is the act of conveying information from one to another to create a shared understanding. In this connection, language plays an important role. In a social context, language is

meant for communication and <sup>9</sup> is an important medium for establishing and maintaining social relations. Fluency can feel more like a mood than a linguistic cue. For example, we may find clarity and purpose in conversations during business meetings, then need to remember how to order orange juice. Instead of setting fluency as a goal, we must consider achieving sufficient comfort or clarity.

In this way, the purpose of communication is to get the message across, and, over time, students will feel more confident to practice speaking, which in turn will make them more confident. Communication is related to learning and using language. Language learning opens doors to new worlds; this, of course, getting past the language barrier is tough. Getting the motivation to start is challenging, but putting the work into action is even more difficult.

From several definitions of communication, some people say that communication is a learned skill. Meanwhile, some people are only born with the physical ability to communicate well if they make special efforts to develop further and refine these skills. Because of the ease of communication, where we often communicate with one another, we sometimes need to remember how complex the communication process is.

As a learned skill, communicators need verbal language competence. Conversely, oral language provides more opportunities for misunderstanding than otherwise. On the other hand, many things that are very important for a relationship cannot be said at all. As a

result, people must develop verbal and nonverbal communication skills about various subjects relevant to relationships, such as emotions, feelings, thoughts, ideas, beliefs, suspicions, fears, and worries (Brookfield, Stephen. & Preskill, Stephen. 1999.).

**7** Adler and Towne described communication as a process between at least two people that begins when one person wishes to communicate with another. Communication comes from mental images in a person who wants to convey those images to others. Mental images can include ideas, thoughts, images, and emotions. The person who wants to communicate is called the sender. To transfer mental pictures to another person, the sender must first convert these images into symbols that the receiver can understand. Symbols are often words but can also be images, sounds, or sensory information (for example, touch or smell). Only through symbols can the sender's mental image have meaning for others. The process of translating into symbols is called encoding.

**8** After the message is encoded, the next level in the communication process is sending or communicating the message to the recipient. This can be done in many ways, for example, through face-to-face verbal interaction, telephone, printed materials (letters, newspapers, etc.), or visual media (television, photographs). Oral, written, and visual media are three examples of communication media that may be used to transmit messages between senders and receivers. Meanwhile, other communication media can be through touch,

movement, <sup>8</sup> clothing, and physical distance between sender and receiver (proxemics) (Brookfield, Stephen. & Preskill, Stephen. 1999).

It will further explain "human communication": communication between people. The ability to communicate will always play an important role in living his personal and professional life. Let us start by explaining the forms of communication, the benefits of studying these forms of communication, and some myths about communication (DeVito, Joseph A., 2018).

## **B. FORMS OF COMMUNICATION**

Human communication can vary from one-person communication (where you talk to yourself) to communicating with millions of people (as in public speaking, mass communication, and computer-mediated communication). Communication can occur at different levels: intrapersonal, interpersonal, group, public, and mass communication (Grice and Skinner, 2010: 41). The forms of communication will be explained as follows.

### ***Intrapersonal Communication***

Intrapersonal communication is communication with oneself. The prefix intra- means "within." Intrapersonal communication has many functions; we all practice it constantly (Grice & Skinner, 2010, p. 42).

### ***Interpersonal Communication***

Interpersonal communication occurs when two or more people interact with each other as unique individuals. For example, we develop personal relationships with friends, family, and co-workers through the interpersonal communication (Coopman & Lull, 2018, p.15).

Face-to-face conversations between friends, colleagues, or acquaintances are common interpersonal communication. Whenever two communicators meet face to face or talk on the telephone, the opportunity for verbal interaction is always present. Ideas that seem absurd in writing are likely obvious in conversation. (Grice and Skinner, 2010: 42).

### ***Interview***

An interview is a communication that takes place by asking questions. Through interviews, we learn about other people and what they know, advise or get counseling from others, and get or do not get the jobs we want in the careers we prepare for in college. Many interviews (especially initial ones) are conducted via e-mail and video/phone conferencing.

### ***Small Group <sup>3</sup> Communication***

In small group communication, three or more people interact to complete a task or achieve a common goal. Local theater groups, organizers, and collaborative working groups are examples of small groups (Coopman & Lull, 2018, p.15). When we add up the number of people involved in communication, the next level of

communication is group communication. Group communication generally occurs with three or more people interacting and influencing one another to pursue a common goal.

### ***Organizational Communication***

Organizational communication can be defined as the performance and interpretation of messages between communication units as an integral part of a particular organization. Organizational communication creates meaning for the interactions that make, maintain, and change organizations.

Organizational communication refers to transmitting information within and between organizations to achieve a common goal, such as creating products and offering services. Organizations often provide a place for lectures or speeches, such as when a department manager gives a presentation to senior executives (Coopman & Lull, 2018, p.15).

Organizational communication is communication that occurs within an organization among members of the organization (De Vito, 2018). In another sense, organizational communication is a communication program in the study of Public Relations (PR) regarding internal and government relations and investor relations in organizations. Also, organizational communication is an attempt to send and receive messages in formal and informal organizational groups.

### ***Leadership Communication***

The purpose of leadership communication in a corporate environment is to support the serious imperative of positive business growth, a positive external reputation, and a positive workplace culture. Company executives understand that; (1) their effectiveness requires them to be excellent communicators, and (2) they must rely on experts in effective communication, be it verbal, visual, written, or in-person, to create content and connect with stakeholders.

### ***Public Communications***

<sup>3</sup> Public communication occurs when, within a limited time, an individual speaks or sends messages to people outside the social group with whom the individual knows or is known—for example, political speeches or postings on message boards (Coopman & Lull, 2018, p. 15 ). Therefore, the key characteristics of public communication are more one-way flows of information and feelings that are more formal than other types of communication. Whether the audience is a class of 20 or a crowd of 20,000, public communication always involves one person communicating with the physically present audience (Grice & Skinner, 2010: 43).

### ***Mass Communication***

<sup>3</sup> Mass communication originates in media organizations such as NBC, People magazine, XM Satellite Radio, or The New York Times and is transmitted to large, fairly anonymous, and often diverse audiences (Coopman & Lull, 2018, p.15). When the audience is so large that it cannot be gathered in one place, some print or electronic media—newspapers, magazines, radio, television, or computers, among



others—should be positioned between the speaker or writer and the intended audience. The physical isolation of the speaker and the audience greatly limits the possibility of spontaneous interaction between them (Grice & Skinner, 2010: 44).

### **C. TYPES OF COMMUNICATION**

There are three types of communication. The three are Verbal or Oral, Nonverbal, and Written. First, verbal or Oral communication is a two-way process between speaker and listener, involving productive skills of speaking and skills of receiving understanding” (Byrne, 1986). These speaking skills will support public speaking. Second, interpersonally speaking, verbal communication is the key to uniting humanity and maintaining social relations between human beings. Intentionally or not, using words such as I, you, we/us, ours/ours, and to (for) us affects our relationship.

Second, nonverbal communication refers to all communication aspects involving body language, eye contact, tone of voice or inflection, and distance. Third, Written communication refers to sharing and exchanging written symbols between individuals or groups. Oral communication involves conveying ideas, thoughts, or information through spoken language. In contrast to written communication, where information is conveyed using written symbols,

## D. FUNCTION OF COMMUNICATION

Language is the main key to communication. The functions of language and, at the same time, the functions of communication are as follows: personal, interpersonal, directive, referential, metalinguistic, and imaginative functions (Finocchiaro, 1989, pp. 1-2).

### *Personal Function of Communication*

<sup>2</sup> The personal function enables the user of a language to express his innermost thoughts; his emotions such as love, hatred, and sadness; his needs, wants, or attitudes; and to clarify or classify ideas in his mind. (Finocchiaro, 1989).

### *Interpersonal Function of Communication*

The interpersonal function enables him to establish and maintain good social relations with individuals and groups; to express praise, sympathy, or joy at the success of another person; to inquire about health; to apologize, to invite (Finocchiaro, 1989).

### *Directive Function of Communication*

The directive function allows him to control the behavior of others through suggestions, warnings, requests, persuasion, suggestions, orders, or discussions (Finocchiaro, 1989). Directive utterances are sometimes considered right or wrong (although various command logics have been developed). However, this directive utterance is more complicated. This directive language is a way to get a response from someone we communicate with within a normal conversation.

### ***Referential Function of Communication***

9 The referential function allows him to talk about objects or events in the immediate setting, environment, or culture; to discuss the present, past, and future (Finocchiaro, 1989; Trosdal, M. B., 1995). The referential function indicates that language is used to express objective and precise details of the subject and context in the communication process. These are all external elements that are related and related to the message and are part of the information communicated by the two interlocutors.

### ***Metalinguistic function***

2 The metalinguistic function allows him to talk about language, for example, "What does .....?" (Finocchiaro, 1989). A language's metalinguistic function is part of that language's function and therefore is used to establish communication. It has a specific purpose and is to explain or clarify some of the concepts of the language itself.

The metalinguistic function is part of the language function. Therefore it is used to establish communication. This function has a specific purpose and is to explain or clarify some of the concepts of the language itself.

### ***Imaginative Function***

2 The imaginative function enables him to use language creatively in rhyming, composing poetry, writing, or speaking (Finocchiaro, 1989). Finally, the communication function is directly related to the goals and needs of the participants. This includes categories of

functions such as expressive (conveying feelings or emotions), directive (asking or demanding), referential (propositional content is true or false), poetic (aesthetics), phatic (empathy and solidarity), and metalinguistic (a reference to the language itself).

## E. DEVELOPING COMMUNICATION SKILLS

Taking a systematic approach to communication is important, considering the various media available, such as e-mails, marketing materials, presentations, and other written and spoken forms. In communication, it takes a cycle of communication. <sup>1</sup> The communication cycle covers the basics of using any medium. It explores <sup>1</sup> organizing and presenting messages and then learning from the feedback received in return. It must be remembered that communication is a two-way process; when speaking or conveying messages, it is important to listen to the responses of others.

Communication planning aims <sup>1</sup> to get the right message to the right people in the right way. It sounds simple, but many people need help to plan their communications properly. This can lead to misunderstandings, frustration, and opportunities for messages to be missed.

<sup>1</sup> One effective approach is to use a strategic framework to identify and understand the audience and think about how best to reach it. Do not make assumptions. Listen intelligently to what our audience needs. Ask the right questions in the right way to get as much

information as possible during the planning phase. Then, when we are ready to write our message, we use a tool such as the Rhetorical Triangle to consider people's expectations, the context, and what we want our message to achieve.

1 Face-to-face communication offers the best opportunity to build good relationships and engage with people personally. Small talk can put the other person at ease but listen carefully to the response. They can express their interests and values, and we can learn what language to use to build a relationship with them.

1 There may be times when we are "caught on the hop," for example, if you suddenly have to answer an unexpected question or are asked to help someone add an explanation to a presentation at short notice. Taking a moment to think and use our speaking skills quickly can help us confidently handle this situation.

Likewise, we may get an unexpected opportunity to offer our product or service to a potential client. Even though we may still need more time to be ready for the meeting, we can still take advantage of the opportunity if we have an attractive offer.

It is also worth remembering that we communicate with looks and body language long before we even say a word, so making a good first impression is important. When people talk about their feelings and emotions, the verbal part of their message may account for only seven percent of the communication. So a skilled communicator

learns to read and use body language and visual clues to reinforce his message.

## **F. IMPLEMENTING COMMUNICATION SKILLS**

When we learn a language, we need four skills to communicate. When learning our mother tongue, we usually learn to listen first, speak, read, and write. These are called the four "language skills." Language is generally taught and assessed based on the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills. Meanwhile, speaking and writing are known as 'productive' skills.

Public speaking is the process of communicating information to an audience. This is usually done before a large audience, such as at school, work, and even in our personal lives. The benefits of knowing how to communicate with an audience include honing critical thinking and verbal/non-verbal communication skills. This <sup>5</sup> involves communicating information before a large audience. What makes public speaking different from just addressing a crowd of people is how information is conveyed. In public speaking, this information aims and is intended to inform, influence or entertain a group of listeners. There are five elements of public speaking, and they boil down to who says what, to whom uses what media to what effect. In other words, who is the source of the message? What is the message itself? Who is the audience, while the media is the

actual delivery method and ends with the effect? Think of the effect as the speaker's intent for the speech. Public speaking is the process of communicating with a large group. It involves the sender, receiver, and message. Messages are sent through various channels and generally generate feedback from the audience.

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## TENTANG PENULIS



### **Rony Sandra Yofa Zebua, S.T., M.Pd**

Penulis merupakan praktisi dan peneliti di bidang Pendidikan Formal dan Pembelajaran Sosial, termasuk yang terkait dengan bidang kepemimpinan. Sebagai praktisi, penulis memiliki pengalaman berorganisasi sejak duduk di bangku SMP baik dalam organisasi sekolah/kampus maupun di luar sekolah/kampus. Sedangkan pengalaman sebagai praktisi pendidikan dan pembinaan lebih dari 15 tahun, khususnya dalam pendidikan formal, pembinaan karakter, pembelajaran di lingkungan masyarakat. Berbagai pengalaman yang penulis di lapangan didukung dengan pengalaman dalam pendidikan formalnya, yaitu di Teknik Universitas Gadjah Mada (S1) dan Pendidikan Islam Universitas Islam Bandung (S2). Dengan latar belakangnya ini, penulis terbantu untuk selalu kreatif, inovatif, menganalisa situasi dari hal-hal yang sifatnya faktual & komprehensif, dan berusaha mencari solusi yang sifatnya integratif & kontekstual.



### **Dr. Sunarti, S.T., M.Pd**

Penulis merupakan seorang peneliti, praktisi dan pengajar di bidang metodologi riset, Ilmu Perilaku, Knowledge Management (KM), Pembelajaran Sosial, termasuk yang terkait dengan bidang kepemimpinan. Pendidikan formalnya didapatkan dari Teknik Fisika, Universitas Gadjah Mada (S1), Pendidikan Fisika, Universitas Negeri Yogyakarta (S2) dan School of Business and Management (SBM), Institut

Teknologi Bandung (S3). Sebagai seorang peneliti yang saat ini aktif di Badan Riset & Inovasi Nasional (BRIN) dan sekaligus praktisi di sebuah Lembaga penelitian dan pelatihan riset, XREI institute. Penulis mendapatkan berbagai pengalaman berorganisasi dan berinteraksi dengan berbagai tipe pemimpin, termasuk juga berpengalaman dalam memimpin sebuah tim. Bahkan pengalaman tersebut didapatkannya sejak duduk di bangku SMA hingga di bangku kuliah, baik dalam organisasi sekolah/kampus maupun di luar sekolah/kampus. Dengan latar belakangnya ini, penulis mendapatkan berbagai pengalaman berharga terkait bagaimana memahami karakter masing-masing personel dalam tubuh organisasinya, dan bagaimana tipe pemimpin yang paling efektif dan tepat untuk bisa memaksimalkan potensi diri dan organisasi.



**Budi Harto, S.E., M.MO**

Penulis sebelumnya telah bekerja di beberapa perusahaan swasta baik nasional maupun internasional dan sejak tahun 2014 bekerja sebagai dosen dan melakukan Tridharma. Penulis merupakan dosen tetap di perguruan tinggi vokasi dan dosen tidak tetap di perguruan tinggi swasta di Bandung. Saat ini penulis sudah memiliki jabatan fungsional akademik lektor, alumni dari Program Studi Akuntansi (S1) Sekolah Tinggi Ilmu Ekonomi Indonesia Membangun (INABA), Program Magister Manajemen (S2) di Universitas Winayamukti dan sedang melanjutkan studi Pendidikan S3 Program Doktorat Ilmu Manajemen di Universitas Pendidikan Indonesia. Penulis aktif sebagai pengelola jurnal riset akuntansi dan bisnis serta aktif dalam menulis artikel di jurnal nasional maupun internasional serta menulis buku tentang pendidikan, manajemen sumber daya manusia, manajemen bisnis, dan lainnya. Selain itu pula penulis aktif

sebagai pendamping UMKM, membantu pendampingan bisnis UMKM dan mahasiswa yang berminat menjadi entrepreneur.



### **Fatchul Mu'in**

Fatchul Mu'in is a Lecturer in Literature/Linguistics at Universitas Lambung Mangkurat, Banjarmasin. He earned his Sarjana's degree in Linguistics from Universitas Diponegoro, Semarang (1987), Master of Humanities from Universitas Gadjah Mada, Yogyakarta, and Doctoral degree from Universitas Negeri Malang, East Java, Indonesia.

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### **Hariyanti Hamid, S.P., S.Sos., M.Si**

Dosen Prodi Administrasi Publik Fakultas Ilmu Sosial dan Ilmu Politik Universitas Muhammadiyah Sidenreng Rappang. Lahir Rappang 21 April 1969. Menamatkan pendidikan program Sarjana (S1) di Universitas Hasanuddin prodi

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**Dr. Evi Kurniasari Purwaningrum, M.Psi., Psikolog**



Penulis merupakan akademisi dan praktisi bidang psikologi industri dan organisasi. Penulis adalah dosen Fakultas Psikologi Universitas 17 Agustus 1945 Samarinda dan founder Kharisma Excellent Consulting, lembaga layanan psikologi. Penulis aktif di organisasi profesi, saat ini menjabat sebagai Ketua Majelis wilayah Himpunan Psikologi Indonesia Kalimantan Timur, Pengurus Induk Asosiasi Psikologi Industri dan Organisasi dan juga asesor BNSP bidang Psikologi.

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**Ariyandi Batu Bara, S. Ud., M. Ud**

Penulis dilahirkan di Kelurahan Nipah Panjang Dua, Kecamatan Nipah Panjang, Kabupaten Tanjung Jabung Timur, Provinsi Jambi pada tanggal 03 Juni 1989. Penulis bekerja sebagai Dosen Luar Biasa (DLB) di IAIN Sulthan Thaha Saifuddin Jambi sejak tahun 2012-2020. Kemudian pada tahun 2021-Sekarang telah menjadi Dosen Tetap Badan Layanan Umum (DT-BLU) di kampus yang sama. Adapun jenjang pendidikan yang telah penulis lalui adalah: Taman Kanak-kanak (TK) Dharma Wanita di Nipah Panjang, lalu dilanjutkan ke Sekolah Dasar Negeri (SDN) 317/V Nipah Panjang yang sekarang telah berubah nama menjadi SDN 177/X Nipah Panjang, lulus tahun 2001. Kemudian melanjutkan lagi ke Madrasah Tsanawiyah Negeri (MTsN) Kuala Tungkal 1 Nipah Panjang, lulus tahun 2004. Lalu melanjutkan lagi ke Sekolah Mengengah Atas Negeri (SMAN) 1 Nipah Panjang, lulus tahun 2007 dengan NIM 21,20.

Setelah itu, penulis meneruskan pendidikannya ke Jurusan Aqidah dan Filsafat (AF) di Institut Agama Islam Negeri (IAIN) Sulthan Thaha Syaifuddin Jambi, melalui jalur mahasiswa undangan. Kemudian penulis melanjutkan studinya ke Jurusan Filsafat Islam dengan Konsentrasi Pemikiran Agama dan Filsafat Islam (PAFI) di Pascasarjana Institut Agama Islam Negeri (IAIN) Sulthan Thaha Saifuddin Jambi dan lulus pada tahun 2014. Penulis merupakan anak pertama dari empat bersaudara. Adik-adiknya yakni, Ira Batubara, Am. Keb., Teriyanti Batubara, S.H., MH., dan Febriyan Batubara, SH. Penulis dibesarkan oleh kedua orang tuanya, yakni Muktar Batu Bara bin Ali Nukman Batu Bara dan Erniyati Batu Bara binti Munir Batu Bara. Penulis telah menikah dengan seorang gadis bernama Susi Tresnawati, S.Pd., Gr. Karya tulis ilmiah dalam bentuk buku yang telah penulis selesaikan dan diterbitkan baik sebagai penulis tunggal, bunga rampai, antologi, dan juga editor antara lain yaitu: (1) Akhlak Tasawuf; (2) Epistemologi dalam Perspektif Murtadha Muthahhari; (3) Komodifikasi Agama dalam Ruang Politik; (4) Islam Bukan Terorisme; (5) Panah Asmara; (6) Tanpa-Mu Kutakberdaya; (7) Untuk Kita Renungkan; (8) Remaja Idaman; (9) Pelangi Kehidupan; (10) Ragam Problematik Pendidikan di Indonesia; (11) Seluang (Sehimpun Pantun Nasihat); (12) Filsafat dan Komunikasi Pendidikan; (13) Hijrahku di Kampus Biru; dan (14) Dasar-dasar Ilmu Pendidikan. Penulis dapat dihubungi melalui: email: [filsafatariyandi@gmail.com](mailto:filsafatariyandi@gmail.com) atau [ariyandibatubara@uinjambi.ac.id](mailto:ariyandibatubara@uinjambi.ac.id) Nomor HP/WA: 0852 1833 0241; facebook/instagram/tiktok: Ariyandi Batubara.



**Dr. Ars. Eko Nursanty, ST., MT**

Penulis adalah seorang pendidik dan peneliti yang berdedikasi dan memadukan kecintaannya pada eksplorasi dunia dengan studi akademis serta pengajaran untuk lebih memahami "DNA" dari suatu tempat. Pengalaman penciptaan kekuatan tempat dan pedagogi blended learning adalah inti dari metode penelitiannya. Sebagai bagian dari tujuan profesionalnya, ia bertujuan untuk membangun keunggulan kompetitif pribadi, kelembagaan, dan komunitasnya dengan memperluas hubungan akademis dari tingkat lokal ke tingkat regional dan dunia. Menghargai hubungan interpersonal untuk berbagai tujuan yang memungkinkan, meyakinkan, dan mendorong orang untuk mencapai potensi mereka secara optimal.

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**Edy Sambodja, S.Sos., M.Si.**

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**Sarwo Eddy Wibowo, M.M.**

Lahir di Samarinda 29 Juni 1988. Anak ke 5 dari 5 bersaudara menyelesaikan studi S1 Ilmu Komunikasi di Universitas Muhammadiyah Yogyakarta, S2 Manajemen Universitas Teknologi Yogyakarta, dan S2 Komunikasi di Universitas Islam Kalimantan MAAB Banjarmasin. Saat ini beliau aktif sebagai dosen Di Universitas Mulawarman, Universitas 17 Agustus 1945 dan Politeknik Negeri Samarinda.



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