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The Future of Islamic Religious Education in Society 5.0

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Abstract

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This study is intended to understand the role, obstacles, and prospects of Islamic religious education in facing the Era of Society 5.0. The approach used in this study is a qualitative Library Research type, referring to articles from national and international levels and current books as data sources. The analysis uses reduction, data display and verification. The study results indicate that in the context of Society 5.0, Islamic religious education has an important role and responsibility in facing significant changes caused by advanced technology. Despite challenges like applying technology in learning and maintaining traditional values, great opportunities must be utilized. Among them are the use of technology to expand the reach of Islamic religious education, collaboration with various parties, such as social and economic institutions, and deepening global understanding of Islam. With the right strategy, Islamic religious education can overcome challenges and take advantage of opportunities in the era of Society 5.0 to provide more contextual and relevant education.

Penelitian ini dimaksudkan untuk memahami peran, hambatan, dan prospek pendidikan agama Islam dalam menghadapi Era Society 5.0. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif jenis Library Research, dengan merujuk pada artikel-artikel dari tingkat nasional dan internasional, serta buku-buku terkini sebagai sumber data. Analisis menggunakan reduksi, penampilan data dan verifikasi. Hasil penelitian menunjukkan bahwa dalam konteks Society 5.0, pendidikan agama Islam memiliki peran dan tanggung jawab penting dalam menghadapi perubahan besar yang ditimbulkan oleh teknologi canggih.

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Meskipun menghadapi tantangan seperti penerapan teknologi dalam pembelajaran dan mempertahankan nilai-nilai tradisional, terdapat peluang besar yang harus dimanfaatkan. Diantaranya adalah pemanfaatan teknologi untuk memperluas jangkauan pendidikan agama Islam, kolaborasi dengan berbagai pihak, seperti institusi sosial dan ekonomi, serta memperdalam pemahaman global tentang agama Islam. Dengan strategi yang tepat, pendidikan agama Islam dapat mengatasi tantangan dan memanfaatkan peluang yang ada di era Society 5.0 untuk memberikan pendidikan yang lebih kontekstual dan relevan.

I. INTRODUCTION

Society 5.0 refers to a significant shift in how we live, work, interact, and shop in modern society (Schwab, 2016). It continues the evolution of previous industrial and technological revolutions, bringing more profound and complex changes to human life. This era is characterized by technological developments such as artificial intelligence and the Internet of Things (IoT), cloud computing, robotics, and related technologies transforming every aspect of our lives. In this context, Society 5.0 creates new opportunities and presents significant challenges in all areas, including Islamic religious education. This requires the education sector to be better prepared for global transformation (Mhlanga, 2022), especially the integration of education with local and cultural needs to be considered (Azizi, 2021). A deep understanding of the role of Islamic religious education in facing this era is fundamental to maintaining the relevance and effectiveness of religious education in the future (Ikhwan, 2021).

Islamic religious education significantly shapes individuals' personalities, principles, and morals within the community. Amidst the dramatic changes of Society 5.0, Islamic religious education has a crucial task to guide individuals in facing the new moral and ethical challenges that arise (Nasikin & Khojir, 2021). Islamic religious education not only focuses on the ritual and teaching aspects of religion but also plays a key role in helping individuals understand how to apply spiritual principles in a modern context. In an era where technology and social change are progressing rapidly, Islamic Religious Education needs to adapt and prepare itself and be adaptive to change to remain relevant and beneficial for future generations (Ismail et al., 2022).

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Many previous studies have explored Islamic Religious Education in the revolution era, focusing on various topics and issues. Mursalin (2022) concluded that the ability to solve problems and think critically and creatively when facing the challenges of the era of Society 5.0 are skills that Islamic Religious Education teachers should have. Furthermore, research conducted by Idris (2022) found that the opportunity to create character teachers in the era of Society 5.0 is through easy access to competency development and self-potential, opening up new job opportunities, accelerating the growth of Islamic educational institutions, meeting the needs of the spiritual dimension of humans, increasing the tendency to be more open and rational. Meanwhile, Sawari et al. (2022) research found that three types of literacy are needed in the Era of Society 5.0: the ability to understand data, human aspects, and mastery of technology.

Although many previous studies have described Islamic Religious Education in the era of revolution that focused on various topics and issues, only a few previous studies have used library research. Therefore, this study uses a library research approach to Islamic religious education in the revolution era. Library research is a research method that uses library resources as the primary source of information. This type of research relies on literature, documents, and other written resources available in the library, either books, journals, papers, reports, or electronic resources such as library databases and websites.

This study focuses on answering research questions regarding the role of Islamic religious education in the era of Society 5.0, along with the challenges and opportunities faced by Islamic religious education in this period. This study contributes to the development of science, especially in Islamic Religious Education, especially in preparation for the era of Society 5.0 in Indonesia.

II. METHOD

This study utilizes the library method, commonly known as "library research." This approach has a crucial role in the scope of scientific research, where it is used to collect data and information from various written sources, such as books, journals, articles, reports, and other literature that can be accessed either through

physical libraries or online (Booth et al., 2008). The primary sources used as references for this study are nationally and internationally accredited articles. In addition to articles, it is also obtained from supporting books.

The library research method supports the research process, analysis, and concept development. The main steps include searching for relevant sources, critically evaluating the information found, and synthesizing findings to build a solid theoretical foundation for research (Hart, 1998). With various sources of information and sophisticated search technology, such as advanced search algorithms and database management systems, this method allows researchers to understand existing problems, identify gaps in knowledge, and develop solid arguments in their scientific writing.

Data analysis in this study uses the Miles and Huberman model, which includes data reduction, data presentation, and conclusion. In the data reduction stage, information related to the impact of Society 5.0 on Islamic religious education is sorted to highlight key issues such as integrating digital technology and preserving traditional values. The data presentation stage illustrates the relationship between challenges, innovations, and opportunities for collaboration in the form of matrices and conceptual maps. In the conclusion stage, the results are synthesized to develop an understanding of the future of Islamic religious education. This shows that although digitalization opens up great opportunities, special skills and supportive policies are needed to keep Islamic religious education relevant and effective in this era.

III. FINDINGS AND DISCUSSION

The Concept of Islamic Religious Education

The basic idea of Islamic Religious Education is the process of internalizing Islamic knowledge and values into students through various methods such as teaching, habituation, guidance, entrepreneurship, supervision, direction, and potential development. The main focus of this education is to guide and educate students to understand Islamic principles and develop quality thinking and emotional and mental intelligence. Thus, the ultimate goal is to achieve a

harmonious and quality life by transmitting Islamic knowledge and values to students (Ikhwan & Jailani, 2014).

Islamic religious education can be interpreted as an educational system that allows individuals to live according to Islamic principles, aiming to achieve peace and well-being in personal aspects. The scope of Islamic Education continues to develop along with the changing times and advances in science and technology, so its scope becomes wider (Bahri, 2022). According to Ikhwan (2021), Islamic Religious Education summarizes disciplines that involve the process of education, learning, and understanding of Islamic teachings and values. Its scope includes various dimensions of Islam, such as theological, ethical, moral, cultural, and historical aspects (Ikhwan, 2019).

Within the framework of Islamic religious education, the goal is to direct and train students to understand Islamic principles and develop superior thinking and emotional and mental intelligence. Islamic religious education also aims to create highly cultured individuals obedient to spiritual teachings. The approach to learning Islamic Religious Education includes teaching religious principles, procedures, materials, and concepts. Research also highlights the importance of utilizing technology as a learning tool in the Society 5.0 era. Technologies such as YouTube, online games, and Internet libraries are used to provide visual information to students (Santoso et al., 2023).

Islamic religious education is part of the curriculum that must be studied at all levels, from elementary school to college. This Islamic religious education also aims to inject Islamic understanding and values into students' minds to achieve a harmonious and quality life. In facing the development of the era and technological advances, Islamic religious education needs to continue to follow these developments. Using technology as a learning tool, such as an online learning platform initiated by the Ministry of Education and Culture, can play a supporting role in conveying knowledge in Islamic religious education (Syafaatunnisa et al., 2024).

The purpose of Islamic Education is to provide guidance and teaching to students so that they can understand Islamic principles and develop superior

thinking, emotional, and mental intelligence. The main goal of Islamic religious education is to achieve balance and perfection in worldly life and the hereafter. Islamic religious education also aims to form a quality and religiously obedient young generation. To accomplish this, Islamic religious education combines learning through teaching spiritual principles, procedures, and materials, including concepts. Teachers have a key role in achieving the goals of Islamic religious education by preparing appropriate learning strategies (Syagif, 2023).

Islamic education plays a crucial role in society, especially since the majority of Indonesia's population is Muslim. The function of Islamic religious education is very significant in forming a superior generation that adheres to religious values. The purpose of Islamic religious education is to guide and educate students so that they understand Islamic teachings and have quality thinking and emotional and mental intelligence. Through Islamic religious education, the younger generation can have good character and be ready to face the changing times well (Ritonga et al., 2024). In the era of Society 5.0, the concept of Islamic religious education also uses technology as a tool for learning. Students today prefer to get information visually through platforms such as YouTube and playing online games than traditional learning methods, such as reading textbooks or listening directly to teacher explanations. Therefore, Islamic religious education must adapt to technological advances and keep up with the times to effectively achieve its goals.

Islamic religious learning also shapes a person's personality and morals in the social order. Islamic religious education is significant in guiding a person to navigate life according to Islamic teachings and achieve peace and prosperity. Through this learning process, individuals can gain an understanding of Islamic values that shape positive character, guiding them towards a harmonious and quality life. In the context of Islamic education in society, the importance of modernization in Islamic religious education is recognized as a step towards an Islamic paradigm that can be applied globally. The use of technology in the Islamic religious learning process is also crucial considering the era of Society 5.0, where students can access information via the internet and online learning resources to deepen their understanding of Islamic teachings. With an innovative

and adaptive learning approach, Islamic religious education has great potential to significantly shape and guide a generation of quality and religiously devout people (Hamamah, 2023).

Society 5.0 Era

The Japanese government initiated society 5.0 on January 21, 2019 by promoting innovative ideas and programs. This concept emphasizes the central role of humans and is rooted in cultural values that apply in society while still adopting technology as a basis, continuing the era of revolution 4.0 (Tuasikal et al., 2021).

Society 5.0, also known as Society 5.0, is a concept introduced by Japan as an evolution of the Industrial Revolution 4.0. In this Society 5.0 era, technology and information are not only focused on human life but also as a solution to meet the needs of society in a more human-centered manner and utilizing artificial intelligence and big data processing (Baharizqi et al., 2023). This aims to simplify human life and provide solutions to various social and economic challenges. Society 5.0 aims to form a community that is inclusive, sustainable, and in line with human development.

Society 5.0 envisions an intelligent society that can effectively tackle various social challenges and issues by harnessing the innovations of the Industrial Revolution 4.0. In this context, technologies such as the internet, artificial intelligence, extensive data analysis, and robots can be used to, for instance, improve healthcare services, enhance disaster response, and reduce environmental impact, thereby providing assistance and reducing human workload (Murdhia & Azzahra, 2021).

Through Society 5.0, it is expected that artificial intelligence that considers human values will transform hundreds of data accumulated on the internet, significantly impacting various aspects of life. There is an optimistic belief that this phenomenon will manifest a new form of wisdom in the social structure. This transformation is considered inevitable and is believed to positively contribute to helping humans live a more meaningful life. In the concept of Society 5.0,

emphasis is also placed on the importance of balancing economic achievement and solving social problems (Iwantoro & Tobroni, 2024).

The impact of Society 5.0 on education is very significant. Society 5.0 demands a change in the paradigm and learning methods in the field of education. Some of the impacts are as follows (Handayani & Muliastri, 2020):

1. Increasing the role of technology in learning: Society 5.0 encourages the use of information technology and artificial intelligence in the learning process. This allows the development of more interactive, adaptive, and effective learning methods in delivering material to students.
2. Urgent need for reform policies in education: The learning patterns relevant to the Society 5.0 era must be swiftly integrated into the context of primary education. This necessitates a robust strengthening of education reform policies to navigate these changes effectively.
3. Adjustment of learning patterns: In facing Society 5.0, education must be adjusted to learning patterns so that students can be ready to enter the Industrial Revolution 4.0 era and Society 5.0. This includes meeting the needs of information technology and the use of relevant and effective methods.
4. The pivotal role of educators in the era of Society 5.0: The challenges of Society 5.0 underscore the crucial need for educators to enhance their competencies in teaching in this Industrial Revolution era. Students, too, must positively harness the potential of technology in the learning process under the guidance of these skilled educators.
5. Development of a new paradigm of educational management: In the era of Society 5.0, educational management needs to develop a new concept focusing on information technology and artificial intelligence. This innovative paradigm is expected to support implementing an efficient learning system in the context of Industrial Revolution 4.0.

Therefore, Society 5.0 has a positive impact on the education sector and creates the need for changes and adjustments in learning and the development of human resource skills in education.

The Role of Islamic Religious Education in Society 5.0

The position and role of Islamic religious education in Society 5.0

Islamic religious education is central to Society 5.0 in providing individuals with adequate religious understanding. This aims to protect them from the negative impacts of rapid technological developments and modernization. In the current context, individuals are challenged to defend themselves with religious knowledge to distinguish between positive and negative things and maintain good moral character. Moreover, Islamic religious education also aims to create a sophisticated generation with solid moral integrity (Hernawati & Mulyani, 2023).

In the development of the Society 5.0 era which emphasizes the use of technology in various activities, Islamic religious education must prepare individuals to adapt to the changes and progress in this era. The results of research conducted in Indonesia show that Islamic religious education institutions still need to respond faster to changes. This slow response often causes the curriculum to be no longer based on students' needs. Therefore, it is necessary to pay serious attention to human resource management in Islamic religious education institutions to effectively face Society 5.0 (Julhadi & Ritonga, 2023).

In Society 5.0, Islamic religious education must prepare individuals with superior digital skills and the ability to think creatively and innovatively at a high level. Therefore, Islamic religious educational institutions need to have policies supporting technology use in education (Mukarromah et al., 2024). In addition, other studies also emphasize the role of Islamic religious education in integrating Information and Communication Technology (ICT), which has become a significant element in improving teachers' competence in using technology to present appropriate and up-to-date teaching to students. This can be done through training and developing learning programs that integrate technology effectively (Miskiah et al., 2019). In addition, Nisya & Sidik (2024) also argue that Islamic religious education has a role in encouraging three critical literacies in the Society 5.0 era: skills in data literacy, human literacy, and technological literacy. Data

literacy includes a person's ability to manage and analyze information wisely. Human literacy focuses on developing emotional intelligence, personality, and human values. Technological literacy relates to an individual's understanding and interaction with existing technology. Islamic religious education is expected to prepare individuals to develop these three literacies to face the Society 5.0 era (Parhan et al., 2024).

The contribution of Islamic religious education to the development of individual and societal character

Islamic religious education significantly contributes to developing individual and societal character in the 5.0 era. Islamic religious education conveys information and understanding about Islam and forms positive ethical, moral, and behavioral norms at the personal and social levels. In the 5.0 era, where technology has become integral to everyday life, Islamic religious education plays a crucial role in forming a solid personality and individuals with strong characters. This is achieved through a learning process that applies Islamic values like honesty, justice, and compassion. In addition, Islamic religious education also teaches individuals to be responsible and caring and to make positive contributions to society. This is done by teaching work ethics, understanding social rights and obligations, and developing attitudes of mutual respect and tolerance for differences.

In shaping the character of society, Islamic religious education plays a crucial role in teaching norms and values that unite members of society. This includes promoting equality, justice, brotherhood, and the spirit of collectivity. Through Islamic religious education, individuals and society are taught to live in harmony, respect each other, and participate in efforts to advance society towards justice and prosperity, and must also adapt to technological developments. An innovative and creative approach to spreading religious teachings through social media, websites, or mobile applications can reach a wider audience and empower religious messages in daily routines (Nadifa & Ambarwati, 2024). With its significant impact on daily life, Islamic religious education can also help individuals and society improve their understanding of the impact of technology on ethics and

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morals. This is done by providing a solid framework to address ethical dilemmas that arise along with the rapid development of technology (Miskiah et al., 2019).

IV. CONCLUSION

Society 5.0 brings major transformations in various aspects of life, including Islamic religious education. In this era, Islamic religious education is essential in guiding society to face moral challenges that arise along with technological advances. In addition to ritual and doctrinal aspects, religious education must equip individuals with digital skills, critical thinking skills, and creativity, which are realized through integrating technology into learning. However, challenges such as maintaining traditional values and digital adaptation must be overcome with innovation, such as hybrid/blended learning methods and collaboration with socio-economic institutions. This era also provides excellent opportunities for Islamic religious education to expand its reach through technology, build partnerships with various institutions, and improve understanding of Islam in a global context. Technology such as online platforms, social media, and educational applications allows religious education to reach a wider audience and create more contextual learning. In facing the era of Society 5.0, Islamic religious education needs to continue to develop, synergize with other parties, and ensure the relevance of Islamic values amidst changing times.

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