

Quality Development of Islamic Education in the Era of Society 5.0: Opportunities and Challenges

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Abstrak

Tujuan dari penelitian ini adalah untuk melihat peluang dan tantangan pengembangan mutu pendidikan Islam di era 5.0. Penelitian ini didasarkan pada pendekatan kajian pustaka (library research), yang melibatkan pengumpulan data dan informasi dari berbagai sumber yang ada dalam literatur. Hasil penelitian menunjukkan bahwa pendidikan Islam diperhadapkan pada ragam tantangan dalam pengembangan mutu di era 5.0. Tantangan tersebut antara lain penyediaan sarana pendidikan dan peningkatan mutu sumberdaya manusia. Penyediaan sarana pendidikan terkait langsung dengan keterbatasan akses teknologi dan kualitas konten edukatif. Sementara pada peningkatan mutu sumberdaya manusia berkaitan langsung dengan kurangnya keterampilan teknologi, kesenjangan keterampilan, serta kurangnya akses ke infrastruktur. Adapun peluang yang dimiliki oleh pendidikan Islam dalam pengembangan mutu pendidikan di era 5.0 adalah pengelolaan manajemen pendidikan berbasis digital serta pengembangan keterampilan 21st century.

Kata kunci : Pengembangan Mutu, Pendidikan Islam, Society 5.0

Abstract

The purpose of this study is to look at the opportunities and challenges of developing the quality of Islamic education in the 5.0 era. This research is based on a library research approach, which involves collecting data and information from various sources in the literature. The results showed that Islamic education is faced with various challenges in developing quality in the 5.0 era. These challenges include providing educational facilities and improving the quality of human resources. The provision of educational facilities is directly related to limited access to technology and the quality of educational content. Meanwhile, improving the quality of human resources is directly related to the lack of technological skills, skills gaps, and lack of access to infrastructure. The opportunities that Islamic education has in developing the quality of education in the 5.0 era are the management of digital-based education management and the development of 21st century skills.

Keywords: Quality Development, Islamic Education, Society 5.0

I. INTRODUCTION

Education is an important foundation for the progress of the Indonesian nation. In an effort to improve the quality of education, active participation is needed to encourage innovation in teaching methods and support the development of the potential of each learner (Baharun, 2012). On the way to a better future, improving the quality of education is a necessity that must be fought for regardless of cultural, religious or ethnic differences. This is not just a desire, but an urgent need that we must fulfill in order to realize the vision of inclusive and equitable national education (Kurniawan, 2017).

In the context of Islamic education, quality education is the main foundation in dealing with the changing times, as well as ensuring that pure and contextual Islamic values are maintained, and equipping the younger generation with a solid understanding to face the complexities of the modern world (Yasmansyah & Iswantir, 2021). This will help strengthen Islamic values and ensure that the younger generation understands Islamic teachings well and can apply them in their daily lives (Asror et al., 2023). This cannot be separated from the rapid development of technology and informatics today which has a significant impact on various aspects of people's lives, especially in the world of Islamic education (Danuri, 2019).

The presence of Society 5.0 also affects the world of education, especially regarding quality improvement. Islamic education is faced with very complex challenges, which require hard efforts in creating innovative solutions to improve the quality of education and answer the needs of the times. According to Budi Pristian, the main problem faced by Islamic education institutions in improving quality is the unavailability of adequate resources in the world of education such as teachers, lecturers and other education personnel (Putra, 2019). Trilling & Fadel said that education in the era of Society 5.0 is not enough to prioritize intellectual aspects alone (Santoso et al., 2023). More than that, education must be a means to produce in students' various other skills, namely: life and career skills, learning and innovation skills, and information media and technology skills (Mardhiah et al., 2021).

Furthermore, the era of society 5.0 emphasizes the importance of learners having the ability to solve complex problems, develop critical thinking skills, and explore their creative potential (Teknowijoyo, 2022). All of this certainly has a significant impact on educational institutions, where the learning process is expected to provide better maturity and intellectual development for students. Madrasahs will become the center of attention and hope of the community in creating a generation of human resources capable of meeting the demands of the times (Surahman, 2022). In addition, various policies taken by the government through its regulations are expected to provide a bright path, which is implemented through a clear and directed curriculum.

Previously, there were several studies that raised research related to the development of the quality of Islamic education in the era of society 5.0. These studies include those written by Sahrawi Saimima and Anasufi Banawi entitled *Implementation of Quality Improvement of Islamic Education Institutions Towards Era 5.0 (Analysis Using Systematic Literature Review)* (Saimima & Banawi, 2023). The results of this study indicate that in improving the quality of Islamic education in the era of society 5.0, Islamic education institutions need the implementation of (1) the concept of internal and external quality assurance that is responsive and adaptive, (2) optimization of resources in line with the marketing concept, (3) requires the support of all parties, including the role of leadership as a protector in Islamic Education Institutions, (4) requires organized governance, and (5) implementation of digital-based quality planning. Furthermore, research written by Susilo Surahman with the title *Implementation of Islamic Education Quality Towards the Era of Society 5.0* (Surahman, 2022). The results showed that the curriculum applied refers to government regulations. The learning concept adapts the concepts of leadership, digital literacy, communication, problem solving, team work, and religion.

The two previous studies only focused on the implementation of the quality of Islamic education in the era of society 5.0. While the author's research focuses on the opportunities and challenges faced by Islamic education in developing the quality of education in the era 5.0. Therefore, it is interesting to further explore the challenges faced by the world of education, especially Islamic education, in improving quality amid the onslaught of modernization society 5.0. The purpose of this study is to look at the opportunities and challenges of developing the quality of Islamic education in the 5.0 era.

II. RESEARCH METHODOLOGY

The type of research used is qualitative research with the object of library research. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods (Abdussamad, 2021). This type of research takes theories from literature books and also collects various information from literature directly related to the research theme of developing the quality of Islamic education in the era of society 5.0: opportunities and challenges. Data sources are sources of information obtained in research and then processed into new information. In this study, data can be obtained through information from various sources in the literature. This research utilizes theories derived from literature books and also explores various relevant information from literature related to the theme of developing the quality of Islamic education in the era of Society 5.0.

Because this research is classified as a type of library research, to obtain valid data using literature study data collection techniques, namely collecting data, reviewing, and examining various books and other written sources related to the research theme to be

further analyzed. This technique is used for processing research data that has been obtained which is intended as a way of organizing data in such a way that it can be read (Readeable) and can be interpreted (interpretable) (Azwar, 2001). The data analysis used is an interactive model analysis, which consists of three streams of activities that occur simultaneously. These techniques include: data reduction by making selections to select relevant and meaningful data that leads to problem solving, discovery, meaning to answer research questions. Furthermore, data presentation is carried out by making narratives, matrices, or graphs to facilitate mastery of the information or data. Finally, data analysis is carried out by drawing conclusions from the results of the analysis carried out previously (Sugiyono, 2014).

III. RESULT AND DISCUSSION

Education quality is the harmonious alignment of the aspirations and requirements of all involved parties, encompassing not only those within the educational system such as students, educators, principals, and other dedicated personnel but also external stakeholders like prospective students, parents, communities, governments, and the dynamic realm of businesses and industries. This synergy of interests and needs finds its equilibrium within the framework of educational management, where the services offered are finely tuned to cater to these diverse groups. In essence, education quality is the art of satisfying the multifaceted expectations of all participants while upholding the values and standards of effective educational administration (Sani, 2015). The quality of education can be described as the school's capacity to effectively and efficiently oversee the various aspects associated with its operations. This involves optimizing these elements to generate additional value in accordance with established norms or standards (Munzir, 2022). In general, quality aspects in education refer to the process of learning and learning and learning outcomes (Mardani & Feiby, 2017). Within the realm of Islamic education, the benchmarks for quality are determined by considering educational outcomes. These outcomes gauge the accomplishments and progress schools make over a specific timeframe. (Nurhasan, 1994). Meanwhile, achievements can be in the form of academic ability test results or non-academic achievements.

Meanwhile, In the epoch of Society 5.0, an extraordinary fusion, where the realms of cyberspace (the virtual realm) and physical space (the tangible world) harmoniously converge at an unprecedented level. Contrasting with the previous era known as the Information Society, often referred to as Society 4.0, wherein individuals would harness the power of the Internet to access cloud services and databases situated in the vast expanse of cyberspace. In doing so, they engaged in activities such as information retrieval, data searching, and in-depth analysis. Within this digital domain, the vast repository of this "big data" undergoes meticulous scrutiny, orchestrated by the discerning intelligence of artificial intelligence (AI). The insights and revelations gleaned

from this intricate process are then elegantly conveyed back to humanity inhabiting the tangible, physical world in a diverse array of formats and mediums. This dynamic feedback loop serves as a conduit through which newfound knowledge and capabilities enrich our real-world experiences, bridging the gap between the virtual and the physical in Society 5.0 (Firdaus, 2020). In the previous Information Society era, the norm was to collect data through networks and rely on human expertise for analysis. However, Society 5.0 ushers in a transformative era where individuals, objects and complex systems are interconnected in the vast expanse of cyberspace. Here, the optimized results achieved by artificial intelligence (AI), which surpass human capabilities, are seamlessly channeled back into the real, physical world (Firdaus, 2020).

The Challenge of Developing the Quality of Islamic Education

The challenges of education in this new era are increasingly complex, especially in relation to the limited financial resources, such as buildings, equipment and technology, often found in Islamic educational institutions (religious schools) in rural areas (Suwito, 2008). In addition, the use of inadequate learning media is one of the obstacles in the teaching and learning process in Islamic educational institutions. In addition, in terms of the development of science and technology, Islamic educational institutions are still underdeveloped when compared to other public schools. In teaching and learning activities, many Islamic educational institutions still rely on traditional methods without utilizing science and technology (Wulandari, 2023). The following are the challenges faced by Islamic educational institutions in developing quality in the 5.0 era.

Educational Facilities

The obstacle that is often faced in Islamic Education is the lack of supporting facilities and facilities, both in the form of buildings, equipment, and technology. Educational facilities include all devices used by educational institutions to support the learning process, including buildings, classrooms, furniture, as well as learning media used to support the learning process (Haris, 2016). The improvement of Islamic education facilities and infrastructure in the Society 5.0 era shows a commitment to bring modernity and innovation to the Islamic education system. The Society 5.0 era represents the latest advances in Islamic education that involve major changes in teaching and learning approaches. Here are some of the issues that arise in this context: (1) Limited Access to Technology: While technology is an important part of education in the 5.0 era, not all regions have equal access to the necessary technological infrastructure. This can be an obstacle for Islamic education to achieve the desired level of innovation. (2) Quality of Educational Content: In the era of Islamic education 5.0, the quality of educational content is very important. Problems can arise in providing high-quality content that conforms to Islamic values and meets high academic standards.

In the Era of Society 5.0 which is supported by the development of science and technology, the utilization of teaching aids and practical tools in the learning process is

essential. This aims to stimulate student learning motivation and also to optimize the use of time. In order to achieve learning outcomes in accordance with predetermined goals, the teaching and learning process must be pursued as much as possible. Learning needs to be viewed as a system consisting of various key components, such as goals, materials, methods, media, and evaluation. Learning activities must be carried out with a systematic approach, with structured steps, and a systemic approach, taking into account all relevant aspects, in order to provide maximum benefits (Ni'amissa'adah et al., 2022). Provision of futuristic learning facilities and resources, such as information technology-based smart buildings, which include classrooms, libraries, and laboratories, equipped with Internet of Things (IoT) and artificial intelligence (AI) facilities that support learning materials and learning media for students (Suhadak, 2021).

Human Resources

Human resources in Islamic education in the 5.0 era may face a number of challenges and problems. Here are some of the issues that may arise: (1) Lack of Technology Skills: For many Islamic educators, technological skills may be lacking or limited. They may struggle to integrate modern technology into the learning and teaching process. (2) Skills Gap: There is a gap in the level of technological skills among Islamic educators. Some may be more proficient in technology than others, which may create a gap in the education received by students. (3) Lack of Access to Infrastructure: In some regions, inadequate access to technological infrastructure such as fast internet or necessary hardware can be a serious obstacle in adopting 5.0 era education. (4) Lack of Appropriate Curriculum: The Islamic education curriculum may not fully integrate modern aspects and technology in learning, which can make education less relevant. (5) Resistance to Change: Some educators or educational institutions may be resistant to change and new technologies for fear of their impact on traditional values. (6) Lack of Financial Resources: Investments in educational technology and human resource training require considerable funds. Many educational institutions may face limited financial resources. (7) Mastery of Curriculum: Islamic educators in the 5.0 era require a deep understanding of the relevant curriculum, both in terms of religion and other content. The following table shows the challenges faced in developing the quality of Islamic education in the 5.0 era.

Table 1. The Challenge of Developing the Quality of Islamic Education

The Challenge of Developing the Quality of Islamic Education	Challenge Classification
Educational facilities	1. Limited access to technology 2. Quality of educational content
Human Resources	1. Lack of technology skills 2. Skill gap

Opportunities for Islamic Education Quality Development

Digital-based Education Management

Along with the rapid development of the digital world, Islamic educational institutions have a great opportunity to utilize technology in building an internet-based education service base that can be easily accessed by students during the education process. This situation provides significant benefits in terms of the efficiency of organizing education, allowing access without geographical or time restrictions (Zulfa et al., 2021). Therefore, Islamic education institutions need to be able to take advantage of these opportunities to carry out management functions effectively to produce more developed education. Digital-based Islamic education management refers to efforts to manage and optimize the education process in Islamic education institutions by utilizing information and communication technology (ICT). This involves using software, applications, information systems and online platforms to facilitate various aspects of management, including the management of students, teachers, curriculum, assessment and administration. With this approach, Islamic education institutions can be more efficient, transparent and responsive to educational developments and the needs of learners and educators.

21st Century Skill Development

Islamic education in the era of Society 5.0 can emphasize the development of 21st century skills, such as critical thinking, creativity, communication and collaboration. Critical thinking skills help students to be able to analyze information, identify problems, and make wise decisions. This includes the ability to distinguish valid information from invalid ones. Furthermore, learners need to be taught to think creatively, use imagination, and create innovative solutions to complex problems. This includes developing design skills and thinking "out of the box." The ability to communicate effectively, both orally and in writing, also has its importance. This involves the ability to convey ideas clearly and collaborate in teamwork.

Higher order thinking skills stimulate learners to show, analyze, and even manipulate different information than before, creating variety in learning and avoiding monotony. In accordance with Mardhiah's view, Higher Order Thinking Skills (HOTS) is the ability to connect ideas and facts, analyze, explain, formulate hypotheses, and finally arrive at the conclusion stage (Santoso et al., 2023). Through critical thinking, learners are expected to be able to analyze, evaluate, and infer (Santoso et al., 2023). In addition, it is expected that students who have this ability can also argue effectively, based on valid evidence, so that their arguments can be accepted by others properly.

IV. CONCLUSION

Based on the results of research conducted related to the development of the quality of Islamic education in the era of 5.0 opportunities and challenges, it can be concluded as follows: Islamic education is faced with a variety of challenges in developing quality in the 5.0 era. These challenges include the provision of educational facilities and improving the quality of human resources. The provision of educational facilities is directly related to limited access to technology and the quality of educational content. Meanwhile, improving the quality of human resources is directly related to the lack of technological skills, skills gaps, and lack of access to infrastructure. The opportunities that Islamic education has in developing the quality of education in the 5.0 era are the management of digital-based education management and the development of 21st century skills.

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Zamroni, Wakidi

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