

# The Challenges of Islamic Education in Facing the Progress of Society 5.0

1<sup>st</sup> Nur Fauziah<sup>1</sup>, 2<sup>nd</sup> Sabilil Muttaqin<sup>2</sup>, 3<sup>rd</sup> Jejen Musfah<sup>3</sup>, 4<sup>th</sup> Dede Rosyada<sup>4</sup>, 5<sup>th</sup> Abuddin Nata<sup>5</sup>, 6<sup>th</sup> Ummi Kultsum<sup>6</sup>

{nur.fauziah19@mhs.uinjkt.ac.id<sup>1</sup>, sabil.arjumand@gmail.com<sup>2</sup>, jejen@uinjkt.ac.id<sup>3</sup>, dede.rosyada@uinjkt.ac.id<sup>4</sup>, abuddin.nata@uinjkt.ac.id<sup>5</sup>, ummikultsum@uinjkt.ac.id<sup>6</sup>}

Syarif Hidayatullah State Islamic University Jakarta, Indonesia<sup>1, 3, 4, 5, 6</sup>  
STAI Alhikmah Jakarta<sup>2</sup>

**Abstract.** Islamic education is still belatedly late to formulate itself to respond to changes and trends in the recent and future development of the world's society. This study aims to analyse the challenges of Islamic education in facing society 5.0 and what are the advantages of Islamic education in the era of society 5.0. Using a qualitative descriptive method, this study analysed various literature revolving around the topic. The analysis results showed that, Islamic education tends to be past-oriented rather than future-oriented. Therefore, the challenge is to integrate technology, 21st century skills, and curriculum with some positive character values in facing society 5.0. Moreover, Islamic education should be equipped with several competencies: first, Islamic education should implement 4C skills (critical thinking, communication, collaboration, creativity) during the learning process. Second, Islamic education must equip students with literacy skills, not only reading, writing, and mathematical literacy, but also data literacy, technological literacy, and humanist literacy. Third, capitalizing and maximizing the advantage of Islamic values to strengthen Islamic character education to overcome the materialistic pattern of society 5.0. through instilling spiritual intelligence into students' personalities.

**Keywords:** Education, Islamic Education, Challenges, Society 5.0.

## 1 Introduction

Indonesia is facing the golden age of 2045 and has a demographic bonus of human resources[1]. The demographic bonus owned by Indonesia is a human resource that has the potential to be developed as capital for educational development in the future perspective, namely realizing a quality, advanced, independent, modern, and superior civilized Indonesian society. Success in building education will majorly contribute to the achievement of national development goals[2].

Furthermore, at the same time, Indonesia has entered society 5.0[3]. Society 5.0 is a popular economic, community, and public policy promoted through the Council for Science, Technology, and Innovation: Cabinet Office, Government of Japan [4] on January 21, 2019. [5]. Society 5.0 is a human-centered, technology-based society. Several sectors of work and needs are starting to enter digitalization that utilizes Artificial Intelligence, Big Data, and the Internet

of Things. It is used actively in people's lives by giving them the impetus to realize a high quality of life, producing a variety of future services for the benefit and convenience of everyone[6].

In addition, Japan adopted the idea of society 5.0 and is anticipating global trends due to the industrial revolution 4.0, which continues to destroy the values of human character[6]. Also, the difficulties caused by the industrial revolution 4.0 (limited socialization between communities, employment, and other impacts of industrialization) will be reduced in society 5.0[5].

Technology does not only have a positive impact, but also negatively affects human life, such as reduced socialization between societies, causing individualization to be higher, and the relationship between people became formal. In addition, there was also a shift in the social communication environment in the industrial revolution 4.0. Teachers, kyai, clerics, priests, bureaucrats, and politicians have great power as agents of socialization. However, digital media and mobile phones have taken over their traditional socialization functions. The impact of a strong reliance on the use of digital information media has shaped the point of view of each individual. Nowadays, everyone has easy access to actively participate in sharing other people's opinions through online social media[7].

Furthermore, the development of automation has been made possible by technology including robotics and artificial intelligence (*Artificial Intelligence*) in the industrial revolution 4.0 promises higher productivity, increased efficiency, safety, and convenience. Many of the activities that workers are doing today have the potential to be automated. The role of man is increasingly being eroded and replaced by automated machines. This causes unemployment to increase every year.

In the United States and the 15 core countries of the European Union (EU-15), there are 285 million adults who are not working (unemployed). About 30% to 45% of the working-age population worldwide is unemployed. According to data from the Central Statistics Agency 2021, the Open Unemployment Rate in Indonesia reached 6.26%[8].

Meanwhile, the lack of preparation for education graduates to face rapid changes in the industrial revolution 4.0, causing many graduates to find it difficult to find work (unemployed). Based on the National Statistics Agency, the Open Unemployment Rate Based on the 2019-2021 Education Level has increased the unemployment rate. In 2019, unemployment of high school education rates reached 5.71%, junior high schools 8.86%, primary schools 3.23%, and never school 0.8%. Meanwhile, in 2020, unemployment in the higher school education rate reached 7.51%, secondary schools 11.29%, elementary schools 4.1%, and never school 1.65%. Thus, from year-to-year the unemployment rate by level of education is increasing. Therefore, skills that are in accordance with the proficiency of the 21st century are needed.[9]

The rapid and intensive development of industry and information technology makes the world seem borderless. Information exchange takes place rapidly within seconds via satellite technology. Therefore, every country needs to improve itself. Countries that can improve human resources will most likely be able to compete[10].

When viewed from the perspective of Islamic education, the use of technology and new ways of teaching (e.g., e-learning, mobile applications, IoT, 3D technology, virtual reality) in teaching and learning is conditionally accepted as long as the tool serves as a good tool for teaching and learning, helps students gain access to actual knowledge, and cultivates intelligence[14].

Digital literacy is becoming a key factor in today's digital revolution age[15]. The technological factor cannot be ignored in a changing situation. Today, technology offers a new way of teaching and learning, managing unlimited educational institutions. Society will gradually demand educational institutions to meet expectations so that children can compete in

the future. The new educational model emphasizes how to build a lifelong learning society where intellectuality and cooperation are highly valued[16]. Islamic education must be holistic in touching the mind, heart, and soul[17].

Thus, seeing the flow of information that is so fast and advanced, Islamic educational institutions are required to adapt themselves to the existing developments of scientific and technological progress that leads to Islamic values. Islamic education must be able to develop concepts and theories that are realistic-empirical in order to be able to face the challenges of change, as well as be critical, creative, and innovative. In addition, Islamic education needs to implement various skills to prepare students to face society 5.0 and be able to answer future challenges.

## **2 Research Methods**

This study is qualitative in nature using qualitative descriptive method to review the available literature. The data is sourced from books, journals registered in the Web of Science, Scopus, and Google Scholar databases, including International Journals relevant to the research on the challenges of Islamic education in facing the progress of society 5.0. Furthermore, the data is analyzed using content analysis. The analysis is done by selecting, comparing, combining various meanings until the relevant meaning is found. Then the data is reduced, presented, and then conclusions are drawn.

## **3 Result and Discussion**

### **3.1 Challenges of Islamic Education In Facing The Progress of Society 5.0**

Islamic education is allegedly hindering innovation and creativity. Lecture, dictation, and rote approaches are often applied when analysing theory, explaining facts, and demonstrating ritual practice. It has been identified that the education system cannot produce scholars and solutions to future challenges[17].

If viewed internally, currently, the quality of life of the Indonesian people from time to time continues to increase; this cannot be separated from the role of education. Nevertheless, when viewed externally, it is still not showing a satisfactory result[18]. According to the 2019 Global Competitiveness Index report, Indonesia's competitiveness was recorded at 50th out of 141 countries (down five places)[19].

This data shows that Indonesia's human resources are still not internationally competitive. The challenge facing the Indonesian nation today is to develop quality human resources with the necessary abilities and skills[20]. So, what students learn in school today will help them tackle the world's biggest challenges tomorrow.

The International Society for Technology in Education (ISTE) admits that the world is increasingly digital. ISTE designs standards for students. The goal is to empower and ensure that learning is a student-centered and implemented process. Students need skills in various fields. They are Empowered learners, Digital citizens, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator[21].

In facing society 5.0, the world of education, including Islamic education, is required to equip students with 21st-century skills. The 21st century is an era that is so revolutionary that it

demands new and different abilities and skills in the field of education[22]. In this new era, the development of science and technology is massive, impacting the transition of human life behaviour (lifestyle)[23] for example, the lifestyle of generation "Z," known as digital natives.

Before generation Z was born, it was called generation Y. At the time of generation Y, technological progress had not developed rapidly. Meanwhile, when Generation Z was born, the internet was already available[24]. After generation Z, the alpha generation was born. The Alpha generation was born in the new century in 2010, at the beginning of the digital era where technology devices dominate. Technology makes them the most globally connected generation. They will be the greatest generation ever, emerging as the world shifts into the Asian century[25].

One of the essential parts of their training is developing literacy or literacy skills. The new literacy developed is more than just old literacy (reading, writing, and mathematics) but emphasizes three goals, namely: first, "data literacy" (the ability to read, analyse, and use information in the digital world), second, "technology literacy," and third, "humanist literacy" (communication and design)[26]. Literacy can also be interpreted as an indicator of a nation's competitiveness, including critical thinking, creativity, communication, teamwork, and information technology[27]. In addition to students, teachers must also have digital competence in order to create a practical and future-oriented education[28].

The challenge of education in Indonesia in preparing for society 5.0 is how to create competent 21st-century graduates. This causes this century to focus more on specific specializations, so Indonesia's national education goals must be directed at creating individual skills and attitudes in the 21st century[29]. Thus, the learning carried out must undergo many changes. Critical thinking can be applied in the concept of Higher Order Thinking Skills (HOTS). HOTS is a person's ability to think at a higher level than before, namely LOTS (Lower Order of Thinking Skill)[30]. HOTS made students who previously only listen (LOTS) to be more active during learning. In addition, the learning that is carried out is limited to memorizing without analyzing and testing students' creativity. This is certainly not suitable and must be perfected according to the needs of the 21st century.

To prepare well for the future, students must study content in the context of 21st-century skills[23]. 21st-century skills favour student-centered methods. For example, problem-based learning and project-based learning allow students to collaborate, work on authentic problems, engage with communities and use discovery learning adopted with ICT media[31][32]. In addition to critical thinking, which is implemented through HOTS, students in the 21st century are required to have 4C skills (Communication, Collaboration, Critical Thinking, and Creativity).

Lotta C Larson and Teresa Northern Miller further explained that the curriculum should integrate 21st-century skills. Students should have fun learning opportunities. There are several ways that 21st-century skills can be incorporated into the curriculum, namely: communication and collaboration, expertise in technology, and innovative thinking and problem solving[33].

Thus, a change in the mindset of students, teachers, and school principals makes learning change. This causes especially students and teachers to have various 21st-century skills. Among them are 4C skills. In learning, the position of a teacher is as a guide and facilitator, where a teacher directs the learning process, which builds more on the mindset of students[34].

Sue Z. Beers explained that several learning strategies could facilitate students, including various opportunities and supportive learning activities, utilizing technology appropriately to achieve learning objectives, project, and problem-based learning, linkages between curricula, focus on inquiry and investigation, student-led, collaborative learning environment inside and outside the classroom, high-level visualization and use of visual media to enhance

understanding, and the use of formative assessment, including self-assessment[22][35]. In short, learning with a collaborative inquiry model can improve students' 4C skills[36].

While there are many different perspectives on the content and specific definitions of 21st-century skills, they all focus on what students can achieve with their knowledge and how they apply what they learn in real-world situations. Strong communication and collaboration skills, technological competence, inventive and creative thinking skills, and the capacity to solve problems are must-haves to prepare for society 5.0.

### **3.2 Integration of Islamic Education in Facing The Progress of Society 5.0**

In Islamic teachings, it is sufficient to provide the views needed to see education as an investment in building human resources. Education is the most strategic instrument for building a comprehensive, profound, balanced culture and civilization physically, the five senses, mind, heart, and conscience[18]. The process of Islamic education must continue to provide students with skills to meet their future needs but not get caught up in a materialistic attitude both in terms of processes and products[37].

This needs to be emphasized, considering that education as an investment is based on a pragmatic, materialistic, hedonistic, and capitalistic view of transactional business. The humans who want to be born are also business-minded humans with strengthening in the physical, sensory, and intellectual aspects, or humans who have intellectual intelligence, the ability to master technology, and various other technical skills. However, they do not have moral and spiritual intelligence[18].

Thus, the role of Islamic education does not only focus on the task of transferring knowledge. More than that, it must emphasize character, moral and exemplary education, and spread passion and inspiration. This is because the transfer of knowledge can be replaced by technology, but advanced technology cannot take on the role of soft skills and hard skills. In the era of society 5.0, it is expected that technology in the field of education can develop without changing the function of educators in providing moral and exemplary education for students[38].

However, high-level science and technology, in reality, create new problems that cannot be solved. With high-level science and technology that are used without moral guidance, ethics, and spiritual values from religion, humans have been dragged to the brink of endangering their safety[39]. Science and technology do bring not only progress and comfort, but also various humanitarian problems and severe cultural and spiritual demoralization which cannot be easily overcome[40].

Thus, in addition to integrating 21st-century technology and skills, Islamic education must also integrate a curriculum with some positive character values. The educational curriculum must be able to see/consider the development of developing information and technology. The curriculum must provide holistic answers/alternative solutions to what is happening in society[41].

In education and the development of students' lives later, the curriculum is not passive but dynamic. Therefore, curriculum development cannot be done carelessly and must be oriented towards clear goals to produce perfect results[42]. Thus, with comprehensive improvements in all its aspects, education reform must produce intelligent, competitive, and highly competitive graduates in the labour market, in whatever level and type of profession[43]. The purpose of education must be directed to advance humanity with modern science and technology with faith and piety to Allah as its control[44].

In the era of society 5.0, students in the learning process can be in direct contact with robots intended to take on educators' roles or be remotely controlled by educators. The teaching and learning process can occur anywhere, anytime, with or without the teacher's presence[38].

Islamic educational institutions must always orient themselves to answer the needs and challenges in society as a logical consequence of change. However, up to now, Islamic education seems to be too late in formulating itself to respond to changes and trends in the development of society now and in the future. Islamic education still tends to be past-oriented rather than future-oriented[45]. Therefore, there is a need for innovation and development in the Islamic education system.

It can be understood that Islamic education's position is central and touches various intellectual and moral-spiritual aspects. Various materialistic aspects can be muted and balanced through Islamic education so that students are not easily carried away by changing situations. When the material is no longer needed because it can be replaced by technology and searched by students, it is a challenge for Islamic education. When a teacher is no longer needed to provide knowledge, there is still something needed for the teacher, namely character and spirituality. In addition, Islamic education must develop life skills by trying to find, practice, and develop science and technology within religious values and teachings. This is very necessary to respond to the progress of society 5.0.

## 4 Conclusion

The challenge of Islamic education in facing the progress of society 5.0 is that Islamic education tends to be past oriented rather than future oriented. Islamic education needs to integrate technology, 21st-century skills, and integrate curriculum with some positive character values in it. There needs to be innovation and development in the Islamic education system. The results of this analysis show that Islamic education in facing society 5.0 must have several competencies, namely: first, Islamic education must implement 4C skills (critical thinking, communication, collaboration, and creativity to students in learning). Second, Islamic education must provide literacy skills to participants, not only reading, writing, and mathematical literacy. New literacy must also be developed, namely data literacy (Big Data), technological literacy, and humanist literacy. Third, the added value that Islamic education has in facing society 5.0 is strengthening Islamic character education. When everything is materialistic, Islamic education can provide spiritual intelligence to students' personalities.

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