

## Opportunities and Challenges for Islamic Education in the Age of Technological Advancement

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### Abstract

As society transitions from the industrial revolution to the 5.0 era, rapid technological advancements require adaptability and resilience. This study explores the Opportunities and Challenges for Islamic Education in the Age of Technological Advancement, focusing on how Islamic education can address these changes. Utilizing a scoping review methodology, the research examines existing literature related to the challenges and opportunities in Islamic education amid technological growth and societal shifts. Key challenges identified include moral decline, the rise of non-educational media for children, misuse of social media, increased competition, the pressures of modernization and democratic values, the need to maintain past achievements while navigating crises, and the global competition that requires adaptation. Additionally, the fast pace of technological progress poses challenges in ensuring Islamic education remains relevant while promoting character development and Islamic values. To overcome these challenges, Islamic education can leverage opportunities such as enhancing religious understanding to develop both spiritual and emotional intelligence, creating and sharing content aligned with Islamic values through accessible media, prioritizing character education, and equipping students with 21st-century skills. Educators must also embrace innovation, adapt to modern tools responsibly, and ensure that technology is used in ways that uphold ethical principles. This balanced approach will prepare future generations to succeed in society 5.0 without compromising their core Islamic values.

**Keywords:** *Islamic Education, resilient generation, society 5.0*

### Abstrak

Seiring dengan transisi masyarakat dari revolusi industri ke era 5.0, kemajuan teknologi yang pesat membutuhkan kemampuan beradaptasi. Studi ini mengeksplorasi Peluang dan Tantangan bagi Pendidikan Islam di Era Kemajuan Teknologi, dengan fokus pada bagaimana pendidikan Islam dapat mengatasi perubahan tersebut. Dengan menggunakan metodologi tinjauan cakupan, penelitian

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ini mengkaji literatur yang ada terkait dengan tantangan dan peluang dalam pendidikan Islam di tengah pertumbuhan teknologi dan pergeseran masyarakat. Tantangan utama yang diidentifikasi meliputi kemerosotan moral, munculnya media non-pendidikan untuk anak-anak, penyalahgunaan media sosial, meningkatnya persaingan, tekanan modernisasi dan nilai-nilai demokrasi, kebutuhan untuk mempertahankan pencapaian masa lalu sambil menavigasi krisis, dan persaingan global yang membutuhkan adaptasi. Selain itu, laju kemajuan teknologi yang cepat menimbulkan tantangan dalam memastikan pendidikan Islam tetap relevan sambil mempromosikan pengembangan karakter dan nilai-nilai Islam. Untuk mengatasi tantangan ini, pendidikan Islam dapat memanfaatkan peluang seperti meningkatkan pemahaman agama untuk mengembangkan kecerdasan spiritual dan emosional, membuat dan berbagi konten yang selaras dengan nilai-nilai Islam melalui media yang mudah diakses, memprioritaskan pendidikan karakter, dan membekali siswa dengan keterampilan abad ke-21. Para pendidik juga harus merangkul inovasi, beradaptasi dengan perangkat modern secara bertanggung jawab, dan memastikan bahwa teknologi digunakan dengan cara yang menjunjung tinggi prinsip-prinsip etika. Pendekatan yang seimbang ini akan mempersiapkan generasi mendatang untuk berhasil dalam masyarakat 5.0 tanpa mengorbankan nilai-nilai keislaman mereka.

**Kata Kunci:** *Generasi Tangguh, Masyarakat 5.0, Pendidikan Islam*

## Introduction

Society 5.0 represents a human-centered social framework driven by advanced technologies, requiring communities to be proficient in information and communication technology (ICT) while possessing the ability to address challenges through innovations from the 4.0 era. These innovations include the Internet of Things (IoT), big data, and robotics, which are designed to enhance human life efficiently.<sup>1</sup> In education, technology in the 5.0 era facilitates teaching and learning without the constraints of time or space and even without direct teacher supervision. Students can engage directly with smart devices or robots serving as learning companions, either remotely operated by educators or functioning autonomously. This technological advancement enables flexible and effective learning, allowing students to access quality education anytime and anywhere.<sup>2</sup>

Adapting to the society 5.0 era necessitates creativity, critical thinking, communication, and collaboration skills as fundamental abilities to navigate rapid technological and economic advancements.<sup>3</sup> This human-centric civilization is intended to address challenges stemming from the 4.0 era, such as the adverse impacts of technology on

<sup>1</sup> Mahfud Heru Fatoni et al., "Analisis Peran Metaverse Sebagai Media Pendidikan Islam Di Masa Depan," *Bustanul Ulum Journal of Islamic Education* 2, no. 1 (2024): 99–111, <https://doi.org/10.62448/bujie.v2i1.75>; H. Harsono, "Implementation of Character Education in the Society 5.0 Era on Accounting Education Students, Universitas Muhammadiyah Surakarta," in *Proceedings International Conference on Education Innovation and Social Science*, 2022, <https://proceedings.ums.ac.id/index.php/iceiss/article/view/1075>.

<sup>2</sup> Maya Inayati Sari and Ita Tryas Nur Rochbani, "Reinforcing Character Education in the Digital Era of Society 5.0," *Zabags International Journal of Education* 2, no. 1 (2024): 21–26, <https://doi.org/10.61233/zijed.v2i1.16>.

<sup>3</sup> Almirah Nur Sakiinah Mira, Alfi Fadliya, and Gunawan Santoso, "Revolusi Pendidikan Di Era Society 5.0; Pembelajaran, Tantangan, Peluang, Akses, Dan Keterampilan Teknologi," *Jurnal Pendidikan Transformatif* 1, no. 2 (2022): 18–28, <https://doi.org/10.9000/jpt.v1i2.508>.

humanity and individual character.<sup>4</sup> Consequently, fostering traits like empathy, tolerance, and social awareness, combined with promoting innovation and critical thinking, becomes essential. The core aim of society 5.0 is to merge the virtual and physical worlds through artificial intelligence (AI), enabling daily life to become more streamlined and efficient across various domains.<sup>5</sup>

Education plays a pivotal role in shaping a resilient millennial generation equipped to tackle challenges in the society 5.0 era. This requires human resources not only knowledgeable in their fields but also skilled in addressing the dynamic issues posed by rapid technological evolution.<sup>6</sup> As a key indicator of a civilization's progress, education warrants special attention in its development.<sup>7</sup> Educators are tasked with more than just imparting knowledge; they must instill character values, morals, and serve as role models for students, providing them with essential tools for life.<sup>8</sup> Educational approaches should be geared toward preparing students to adapt effectively to fast-changing environments.<sup>9</sup>

Rezky's research highlights the critical role of education in developing a resilient and adaptable young generation in the digital era.<sup>10</sup> This study stands out by focusing specifically on identifying the challenges and opportunities in Islamic education, particularly within the society 5.0 era. Among the challenges are demands for problem-solving through critical thinking, leadership, collaboration, and the ability to manage emotions and negotiate effectively. The study emphasizes how Islamic education can prepare a generation capable of leveraging technological advancements and addressing societal shifts in the 5.0 era.

The urgency of addressing both the opportunities and challenges in Islamic education amid rapid technological advancements forms the basis of this study, titled "Opportunities and Challenges for Islamic Education in the Age of Technological Advancement." This research seeks to explore the specific challenges Islamic education faces in adapting to the demands of the society 5.0 era, while also identifying opportunities that can be leveraged to enhance the educational process. The goal is to prepare a resilient generation capable of

<sup>4</sup> Nova Jayanti Harahap, "Industrial Revolution 4.0: And the Impact Human Resources," *Jurnal Ecobisma* 7, no. 1 (2020): 89–96, <https://doi.org/10.36987/ecobi.v7i1.1545>.

<sup>5</sup> Mahfud Heru Fatoni and Sukari, "ARAH MASA DEPAN PENDIDIKAN ISLAM INDONESIA DI ERA SOCIETY 5.0," *AT TANBIH: Jurnal Pendidikan Agama Islam* 1, no. 2 (2024): 36–54, <https://ejournal.staimmgt.ac.id/index.php/tanbih/article/view/atanbihvol1no220244>.

<sup>6</sup> Rizaldi Azhar, "Human Resources Development Efforts in Facing the Society 5.0 Era in Indonesia," *JHSS (Journal of Humanities and Social Studies)* 6, no. 1 (2022): 76–80, <https://doi.org/10.33751/jhss.v6i1.5335>.

<sup>7</sup> Syamsul Bahri, "Konsep Pembelajaran Pendidikan Agama Islam Di Era Society 5.0," *Edupeia: Jurnal Studi Pendidikan Dan Pedagogi Islam* 6, no. 2 (2022): 133–45, <https://doi.org/10.35316/edupedia.v6i2.1592>.

<sup>8</sup> Emmanuel Kus Eddy Sartono et al., "The Effectiveness of Character Based Student Worksheet on Increasing Honesty in Elementary School Level," *JMIE: Journal of Madrasah Ibtidaiyah Education* 8, no. 1 (2024): 144–53, <https://doi.org/10.32934/jmie.v8i1.628>; Ananda Rivaldo Sari, "The Role Iof Teachers in Building Student Character at Sindangsari 02 State Elementary School," *Jurnal Papatung* 4, no. 3 (2021): 48–59, <https://doi.org/10.54783/japp.v4i3.537>.

<sup>9</sup> Abid Haleem et al., "Understanding the Role of Digital Technologies in Education: A Review," *Sustainable Operations and Computers* 3 (2022): 275–85, <https://doi.org/10.1016/j.susoc.2022.05.004>.

<sup>10</sup> Monovatra Predy Rezky, Joko SUtarto, and Irajuaana Haidar, "Generasi Milenial Yang Siap Menghadapi Era Revolusi Digital (Society 5.0 Dan Revolusi Industri 4.0) Di Bidang Pendidikan Melalui Pengembangan Sumber Daya Manusia," *Prosiding Seminar Nasional Pascasarjana* 2, no. 1 (2019): 1117–25, <https://proceeding.unnes.ac.id/index.php/snpasca/article/view/424>.

navigating the complexities and leveraging the benefits of technological progress in this transformative age.

## Method

This study employs a qualitative approach using the scoping review method. According to Arksey and O'Malley, a scoping review involves an in-depth and comprehensive examination of literature from various sources employing different research methodologies, all relevant to the research topic.<sup>11</sup> The process of conducting a scoping review includes several steps: 1) Formulating research questions based on the study objectives; 2) Gathering sources that align with the topic; 3) Organizing and sorting the collected literature, ensuring its relevance to the research focus; and 4) Summarizing and reporting the findings from the analysis of the selected literature.

In this research, 35 sources related to the challenges and opportunities in the society 5.0 era were reviewed, consisting of 22 journal articles, 5 conference proceedings, and 8 additional articles. These sources were processed through a method of editing, organizing, and synthesizing.<sup>12</sup> The initial step involved checking the consistency and clarity of the content across different sources, followed by arranging the data according to the required structure. The next phase involved further analysis of the data to identify the challenges faced by society and the opportunities for Islamic education in the 5.0 era. Finally, the author performed data analysis to draw conclusions by identifying common perspectives related to the theme.

## Result and Discussion

### *Era of society 5.0*

Society 5.0 is a concept of social life that integrates technology into daily activities to enhance the quality of life. Innovation plays a key role in providing solutions to the challenges faced by society in this era. The integration of technology into society can be viewed from two perspectives: materialism and existentialism. Materialists believe that technological advancements drive people to accumulate wealth as a symbol of social status.

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<sup>11</sup> R Widiastih et al., "Menyusun Protokol Penelitian Dengan Pendekatan SETPRO: Scoping Review," *Journal of Nursing Care* 3, no. 3 (2020): 171–180.

<sup>12</sup> Sarah Adilah Wandansari, "Studi Curiosity, Epistemic Curiosity, Dan Keberhasilan Belajar Dalam Konteks Akademik," *Perspektif Ilmu Pendidikan* 35, no. 2 (2021): 140–48, <https://doi.org/10.21009/PIP.352.6>.

On the other hand, existentialists emphasize the need for rationality to create order in the universe, utilizing technology as a supportive tool.<sup>13</sup>

The primary goal of Society 5.0 is to establish a human-centered social order that improves the economy, meets societal needs, and ensures overall comfort in life. This concept transcends age, language, and location barriers by providing goods and services through the integration of the virtual and physical worlds. Such a combination creates new values and solutions to emerging problems, positioning individuals in this era as digital society members who leverage technology for easy access to information and knowledge.

However, the rapid technological advancements in Society 5.0 raise concerns about the erosion of human character values. The increasingly modern lifestyle brings potential social conflicts. In this era, humans are expected to act as sources of innovation while using technology wisely to improve life quality. Initially introduced by the Japanese government, this concept emphasizes a balance between technological and humanitarian aspects to ensure ethical and beneficial use of technology.

Technological progress in the Society 5.0 era has significantly increased society's mobility and accessibility compared to previous eras. This heavy reliance on technology risks diminishing natural human abilities, which need to be reactivated and refreshed. Technology is not merely a tool but also a catalyst for innovation that addresses societal gaps. Therefore, high-quality human resources are crucial to navigating the challenges and dynamics of this era.

In education, Society 5.0 demands a learning process that fosters human rationality, knowledge, and ethics aligned with technological advancements. Education serves as a platform for students to develop their potential, becoming self-reliant individuals capable of achieving their life goals. Hence, an appropriate educational approach is essential to prepare a resilient and adaptable generation for future challenges.<sup>14</sup>

Educators play a pivotal role in shaping a generation equipped to meet the demands of Society 5.0. Education should not only prepare students for the digital world but also encourage them to become innovative and responsible individuals. By focusing on the integration of technology and human values, education can empower future generations to overcome challenges and create solutions for a better quality of life.

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<sup>13</sup> Mahfud Heru Fatoni et al., "Metaverse: Improving the Quality of Indonesian Education in the Era of Society 5.0," *MISTER: Journal of Multidisciplinary Inquiry in Science, Technology and Educational Research* 1, no. 3 (2024): 459–68, <https://doi.org/10.32672/mister.v1i3.1626>.

<sup>14</sup> E A R B Saragih et al., "Socialization of Solutions to Overcome the Negative Impact of Gadgets on Teenagers in Ulu Gedong Village, Jambi City," *Jurnal Ilmu Sosial Dan Pendidikan (JISIP)* 8, no. 3 (2024), <https://doi.org/10.58258/jisip.v7i1.7103>.

### ***Problems that Emerge as Challenges in the 5.0 Era***

Various challenges have emerged in the Society 5.0 era, including the overly permissive social behaviors of young people, the prevalence of uneducational media and internet content, and the low quality of many shows that negatively influence children's mindsets. Additionally, the misuse of technological advancements and lifestyles inconsistent with societal norms pose significant problems.<sup>15</sup> These rapid changes demand that society prepares the next generation to be resilient and adaptable to the evolving times. One of the central issues today is shaping a generation equipped to navigate the future effectively.<sup>16</sup>

In the Society 5.0 era, Islamic education faces specific challenges, such as the rapid development of science and technology, the need to compete in various domains, and the erosion of social value systems.<sup>17</sup> These shifts necessitate continuous innovation in educational models and strategies.<sup>18</sup> Malik Fajar identifies three main challenges: surviving crises and maintaining achievements, competing effectively, and leveraging scientific and technological advancements to prevent societal lag. Additionally, Islamic education must strengthen efforts to combat poverty, ignorance, and socio-economic underdevelopment.<sup>19</sup>

Another perspective highlights the importance of mastering data, human, and technological literacy in Society 5.0.<sup>20</sup> Advanced skills in applied technology, humanities, communication, and design are equally essential.<sup>21</sup> While blended and case-based learning have been significant in the 4.0 era, the possibility of robots replacing teachers in knowledge transfer is being considered. However, the irreplaceable role of teachers as educators and mentors remains critical.<sup>22</sup>

Islamic education must develop democratic, critical, and behavioral competencies to address these challenges.<sup>23</sup> It should also cultivate a generation capable of solving problems and embracing creativity in tackling Society 5.0 challenges. Achieving this requires adequate educational resources, including qualified teachers, lecturers, and education personnel.<sup>24</sup>

<sup>15</sup> Khatijatussalihah and Rahma Syahira, "The Effect Of Internet On Youth: What We Know, What We Do Not Know And What We Need to Know," in *Proceedings of the International Conference on the Roles of Parents in Shaping Children's Characters (ICECED)*, 2019.

<sup>16</sup> M M A Ali, "Konsep Ideal Pendidikan Islam Menurut Pandangan Ibnu Khaldun Dan Hubungannya Dalam Konteks Pendidikan Modern," *Primary Education Journal* 3, no. 1 (2019), <https://doi.org/10.30631/pej.v3i1.23>.

<sup>17</sup> M I Tunru, "Tantangan Pendidikan Islam," *Jurnal Ilmiah Iqra'* 7, no. 2 (2018), <https://doi.org/10.30984/jii.v7i2.611>.

<sup>18</sup> W Mas'ula and A M Hakim, "Islamic Education in the Era of Digitalization 5.0," in *1st Proceedings of the International Conference on Education, Society and Humanity*, 2023.

<sup>19</sup> Samrin, "Pendidikan Islam Di Era Globalisasi (Peluang & Tantangan)," *Shautut Tarbiyah* 23, no. 1 (2018), <https://doi.org/10.31332/str.v23i1.583>.

<sup>20</sup> A Pihar, "Modernisasi Pendidikan Agama Islam Di Era Society 5.0," in *Book Chapter of Proceedings Journey-Liaison Academia and Society (BCoPJ-LAS)* (Lembaga Komunikasi dan Informasi Dosen (LEMKOMINDO), 2022).

<sup>21</sup> M Abduh and Syahlarriyadi, "Modernisasi Pembelajaran Agama Islam Pesantren Jagat Arsy Sebagai Respon Terhadap Revolusi Industri 4.0," *Syaikhona: Jurnal Magister Pendidikan Agama Islam* 1, no. 1 (2023), <https://doi.org/10.59166/syaikhona.v1i1.66>.

<sup>22</sup> Pihar, "Modernisasi Pendidikan Agama Islam Di Era Society 5.0."

<sup>23</sup> Mahfud Heru Fatoni et al., "Islamic Educational Psychology: The Urgency In Islamic Religious Education Learning," *Jurnal Budi Pekerti Agama Islam* 2, no. 3 (2024): 187–95, <https://doi.org/10.61132/jbpai.v2i3.316>.

<sup>24</sup> Pristian Hadi Putra, "Tantangan Pendidikan Islam Dalam Menghadapi Society 5.0," *Islamika: Jurnal Ilmu-Ilmu Keislaman* 19, no. 2 (2019): 99–110, <https://doi.org/10.32939/islamika.v19i02.458>; M Saputra and Murdani, "Society 5.0 Sebagai Tantangan Terhadap Pendidikan Islam," *SLAMIC PEDAGOGY: Journal of Islamic Education* 1, no. 2 (2023): 132–45.

Moreover, society must focus on improving soft skills, such as creativity, innovation, critical thinking, communication, collaboration, and character development, to nurture a quality generation for the future.<sup>25</sup>

Human resources in Society 5.0 must exhibit professionalism, competitiveness, functional competence, participatory excellence, and strong teamwork skills.<sup>26</sup> Educators are also expected to master both hardware and software integration, along with subject-specific knowledge. They must demonstrate pedagogical expertise, including understanding student characteristics, learning theories, models, methods, and assessment strategies. Innovation in Islamic education is vital, incorporating advanced thinking skills, forward-looking learning orientations, and appropriate infrastructure.<sup>27</sup>

The competencies required by students in the Society 5.0 era align with 21st-century skills, including (1) life and career skills, (2) learning and innovation skills, and (3) information, media, and technology literacy.<sup>28</sup> Addressing the various challenges of this era requires a generation adept at filtering information, mastering technology, communicating and competing globally, adapting to uncertainty and rapid change, and displaying resilience. Additionally, society must strive to overcome poverty, ignorance, and socio-economic backwardness while upholding values rooted in religious guidance.

### **Islamic Education in the Age of Technological Advancement: Shaping a Resilient Generation**

The rapid development of the era makes it easier for Islamic education to disseminate scientific results that can provide benefits to the wider. Islamic education ideally fosters and prepares a young generation that is knowledgeable, technological, highly skilled, faithful and does good deeds.<sup>29</sup> Islamic education is a comprehensive and structured educational process, aimed at training and shaping the personality of students based on Islamic teachings, so as to provide readiness for students to face various possibilities with noble character and noble morals.<sup>30</sup> As a means of transferring knowledge and moral values, Islamic religious education

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<sup>25</sup> Angga Hadiapurwa et al., "Implementasi Merdeka Belajar Untuk Membekali Kompetensi Generasi Muda Dalam Menghadapi Era Society 5.0," *Al-Mudarris: Jurnal Ilmiah Pendidikan Islam* 4, no. 1 (2021): 115–29, <https://doi.org/10.23971/mdr.v4i1.3140>; Mohamad Sukarno, "Character Education Strengthening in Era of Society 5.0," in *2020: Mempersiapkan Sumber Daya Manusia Untuk Menyongsong Era Society 5.0: Pengembangan Kompetensi Dan Transformasi Pengukuran*, 2020, <https://ejurnal.mercubuana-yogya.ac.id/index.php/ProsidingPsikologi/article/view/1353>.

<sup>26</sup> Rezky, SUtarto, and Haidar, "Generasi Milenial Yang Siap Menghadapi Era Revolusi Digital (Society 5.0 Dan Revolusi Industri 4.0) Di Bidang Pendidikan Melalui Pengembangan Sumber Daya Manusia."

<sup>27</sup> Suhadak, "Memperkuat Eksistensi Pendidikan Islam Di Era Society 5.0," *Proceeding International Seminar On Islamic Education and Peace* 1 (2021).

<sup>28</sup> Abdul Aziz, "Strategi Memperkuat Eksistensi Pendidikan Islam Di Era Industri 4.0 Dan Society 5.0," *Jurnal Pendidikan Dan Kewirausahaan* 11, no. 1 (2023): 20–35, <https://doi.org/10.47668/pkwu.v11i1.597>.

<sup>29</sup> Samrin, "Pendidikan Islam Di Era Globalisasi (Peluang & Tantangan)."

<sup>30</sup> Pihar, "Modernisasi Pendidikan Agama Islam Di Era Society 5.0."

is expected to be able to control human behavior so that it does not deviate from the rules that apply in Islam.<sup>31</sup>

Several things that can be done in facing society 5.0 are: 1) equalizing the reach of internet connections throughout Indonesia;<sup>32</sup> 2) preparing teachers who have digital skills and creative thinking; 3) aligning education with industry needs; 4) implementing technology as a tool for teaching and learning activities;<sup>33</sup> 5) solving internal problems of Islamic education including the problem of educational dichotomy, the goals and functions of educational institutions, and the problem of Islamic education curriculum.<sup>34</sup> In addition, no less important is character education which is carried out by utilizing information technology, so that a generation with good morals, masters of technology, is creative and innovative is formed. In addition, no less important is character education which is carried out by utilizing information technology, so that a generation with good morals, masters of technology, is creative and innovative is formed.<sup>35</sup>

The strategy so that we are able to create a strong and capable next generation, namely by improving faith and Islam.<sup>36</sup> Furthermore, a strong generation must be able to compete, collaborate, always innovate and continue to strive to develop their quality.<sup>37</sup> Islamic education reform is needed in order to prepare quality students, so that the material in Islamic education supports the process of regeneration and continuous improvement. This is in order to contextualize the Islamic Religious Education curriculum so that it is in line with the demands of the 5.0 era.<sup>38</sup> The educational reform carried out includes several things: a) must emphasize true piety, not just compliance with the rules and a consistent attitude in carrying out worship alone, because the life faced is increasingly colored by competition, b) Islamic education must have a pluralistic educated generation both internally and externally. c) create a tolerant society and be able to appreciate differences of opinion. d) creating a society that is good at solving problems, e) the education implemented must prepare a generation that is active, skilled, and able to interact globally.<sup>39</sup>

<sup>31</sup> Bucky Wibawa Karya Guna, Sri Endah Yuwantiningrum, and Aslan, "Building Morality and Ethics Through Islamic Religious Education In Schools," *International Journal of Graduate of Islamic Education* 5, no. 1 (2024), <https://doi.org/10.37567/ijgie.v5i1.2685>.

<sup>32</sup> R B Rohimah, "STRATEGI PENDIDIKAN ISLAM MENYONGSONG GENERASI REVOLUSI 4.0," *Prosiding Seminar Nasional Pendidikan FKIP* 2, no. 1 (2019): 715–22.

<sup>33</sup> M R S Kinanti, "Penguatan Pendidikan Karakter Dalam Menghadapi Standarisasi Pendidikan Menuju Era Human Society 5.0," in *Standarisasi Pendidikan Sekolah Dasar Menuju Era Human Society 5.0*, 2021, <https://e-journal.umc.ac.id/index.php/pro/article/view/2274>.

<sup>34</sup> Samrin, "Pendidikan Islam Di Era Globalisasi (Peluang & Tantangan)."

<sup>35</sup> Sukarno, "Character Education Strengthening in Era of Society 5.0."

<sup>36</sup> Rohimah, "STRATEGI PENDIDIKAN ISLAM MENYONGSONG GENERASI REVOLUSI 4.0."

<sup>37</sup> Szali Rais, H Taofiq, and S Hidayatullah, "Paradigma Baru Pendidikan Islam," *Awwaliyah: Jurnal PGMI* 4, no. 1 (2021): 61–71, <https://doi.org/10.58518/awwalayah.v4i1.677>.

<sup>38</sup> S S M Sawari, A Muflihah, and M Y Madrah, "The Perception of Islamic Religious Education and Its Implications for Curriculum Development in the Era of Society 5.0," *Akademika: Jurnal Pemikiran Islam* 27, no. 2 (2022), <https://doi.org/10.32332/akademika.v27i2.5805>.

<sup>39</sup> E Sukmawati, "Pembentukan Akhlak Peserta Didik Di Era Disrupsi Berbasis Pendidikan Agama Islam," *Journal of Education Research* 4, no. 4 (2023): 2250–57, <https://doi.org/10.37985/jer.v4i4.616>.



Other opinions about the steps that can be taken by Islamic Education in the Era of Society 5.0 are: 1) Disruptive Mindset so that Islamic education is not marginalized; 2) Self-driven, human resources who have a good driver and controller mentality will be willing to be open, assess situations quickly and accurately, have integrity and act agilely; 3) Reshape or Create, there is a process of modifying Islamic religious education in the era of Society 5.0 which is expected to be able to survive on its own so as not to be left behind by the developments of the times; 4) must be able to use technological means; 5) Muslims must continue to improve the quality of human resources in the fields of science and technology and faith and piety simultaneously towards spiritual, moral and intellectual strength; 6) The modernization process to improve the Islamic education system based on perspective, conceptual framework and evaluation.<sup>40</sup>

In an effort to create a resilient generation, cooperation is needed between the government, educators, parents, and a supportive environment. The harmony between all these elements greatly helps the development of the nation's next generation. For this, qualified human resources are needed, especially in the world of education. Educators must be able to utilize technological advances as a means to instill good morals, by providing character education from an early age, developing multiple intelligences, not only intellectual intelligence, but also emotional and spiritual intelligence, so that not only technology is mastered by the younger generation but also qualified mental resilience. Advances in information technology can be used as an opportunity for Islamic education in an effort to stem useless information by disseminating content that is useful for the community, so that the community can easily get information according to their needs in an effort to instill and develop Islamic knowledge and practice it in life. Islamic content, educational content, content that can foster good character are needed by all groups today. Contemporary Islamic education, with a futuristic curriculum that suits needs, utilizing various innovations and technological results, accompanied by adequate educational resources will be very useful for the next generation in an effort to create a strong generation that not only masters 21st century skills but also has good morals so that it becomes a generation that is *rahmatan lil'alam*.

## Conclusion

Based on initial research, the Era of Society 5.0 has posed challenges for society, including in the context of Islamic Education to prepare a resilient young generation. However, rapid technological advances also bring new opportunities for Islamic Education.

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<sup>40</sup> Suhadak, "Memperkuat Eksistensi Pendidikan Islam Di Era Society 5.0."

Some of the issues identified include the decline in morals in adolescent social interactions that are not in line with Islamic principles, the increasing ease of children's access to non-educational media, inappropriate use of social media, intense competition in various sectors, the need for democracy and adaptation to modernization, the need for consolidation in the midst of a crisis and preservation of achievements that have been obtained, effective competition at all levels, adaptation to rapid changes and uncertain situations, and the need to continue to develop knowledge and technology that continues to develop.

To overcome the challenges faced in Islamic Education, strategies are needed, including: 1) Encouraging a strong understanding of religion to strengthen the spiritual and emotional aspects of the younger generation, in order to improve morals and guide them according to Islamic teachings; 2) Presenting quality Islamic content that is in accordance with the Qur'an and Hadith through various media that are easily accessible to all groups, as an effort to combat negative information and harm children's mental health; 3) Strengthening Islamic character education, including social media ethics, so that the younger generation can use communication technology wisely; 4) Enriching the younger generation with 21st century skills so that they are ready to compete and adapt to the demands of modernization; 5) Building mental and spiritual resilience in the younger generation so that they can face crises and maintain achievements, with a strong foundation of religious values; 6) Providing skilled educators who are innovative and progressive in order to create a young generation that is mentally and spiritually resilient, creative, innovative, analytical, has communication, collaboration, competition skills, and morals; 7) Utilizing technological advances as a means of disseminating knowledge that is beneficial to the wider community, in order to support the formation of an intelligent, skilled, faithful and useful generation.

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