CHALLENGES AND ISSUES OF ISLAMIC EDUCATION IN THE SOCIETY 5.0 ERA

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Abstrak:
Era Society 5.0 merupakan konsep masyarakat yang berpusat pada manusia (human-centered) dengan pemanfaatan teknologi cerdas untuk meningkatkan kualitas hidup. Perubahan ini membawa tantangan sekaligus peluang bagi pendidikan Islam. Penelitian ini bertujuan mengidentifikasi permasalahan dan tantangan yang dihadapi pendidikan Islam dalam menghadapi era Society 5.0 serta menawarkan strategi adaptif yang relevan. Metode yang digunakan adalah studi pustaka dengan mengkaji berbagai sumber seperti buku, jurnal, artikel ilmiah, dan media daring yang relevan. Hasil penelitian menunjukkan bahwa pendidikan Islam menghadapi tantangan pada aspek kurikulum, kompetensi pendidik, pemanfaatan teknologi, dan relevansi nilai-nilai keislaman dengan tuntutan era digital. Kebaruan penelitian ini terletak pada integrasi analisis tantangan pendidikan Islam dengan kerangka konsep Society 5.0 secara komprehensif. Kesimpulan penelitian merekomendasikan penguatan literasi digital islami, pembaruan kurikulum, dan pengembangan kompetensi guru untuk memastikan pendidikan Islam tetap relevan di era disrupsi teknologi.

Abstract:
Society 5.0 is a human-centered concept that utilizes smart technology to improve the quality of life. This transformation presents both challenges and opportunities for Islamic education. This study aims to identify the problems and challenges faced by Islamic education in the Society 5.0 era and to propose relevant adaptive strategies. The method used is a literature review by examining various sources such as books, journals, scientific articles, and relevant online media. The findings show that Islamic education faces challenges in curriculum design, teacher competence, technology utilization, and the relevance of Islamic values to the demands of the digital era. The novelty of this research lies in the comprehensive integration of the analysis of Islamic education challenges with the conceptual framework of Society 5.0. The study concludes by recommending the strengthening of Islamic digital literacy, curriculum renewal, and teacher competency development to ensure that Islamic education remains relevant in the era of technological disruption.

Keywords: Islamic Education, Society 5.0, Digital Literacy, Curriculum Renewal

INTRODUCTION

The rapid advancement of technology has brought humanity to the concept of *Society 5.0*, a societal framework that integrates digital technology, artificial intelligence (AI), and big data into everyday life without neglecting human aspects. The *Society 5.0* concept, first introduced in Japan, represents a paradigm that combines digital technology, AI, and big data within daily human activities while emphasizing the human dimension in social and economic development (Rajapaksha et al., 2023; Dong et al., 2023). In *Society 5.0*, society can harness

technological advancements to improve quality of life without diminishing human values, thus creating a balance between technological needs and positive social interaction. This paradigm has become a reference for many countries, including Indonesia, in formulating national development policies that are responsive to contemporary challenges (Rajapaksha et al., 2023; Choi et al., 2019).

In Indonesia, efforts toward *Society 5.0* are being carried out through the development of digital infrastructure, enhancement of human resources skilled in information technology, and the creation of ecosystems that support innovation (Odili et al., 2021; Choi et al., 2019). Through these initiatives, Indonesia aims to position itself within the global map as part of the evolving Fourth Industrial Revolution, focusing on human-technology collaboration to achieve greater prosperity (Dong et al., 2023).

Islamic education, as an integral part of the national education system, bears the responsibility of preserving Islamic values while preparing a generation that is competitive in the digital era. The importance of Islamic education in the context of technological advancement is evident, as it aims to develop individuals who are not only academically competent but also morally and spiritually grounded (Mustadi & Qomaruddin, 2023). With rapid technological progress, the challenges faced by Islamic education extend beyond infrastructure limitations to include the need to integrate Islamic values with new innovations (Zubairi & Nurdin, 2022; Priyanto, 2020).

The presence of information and communication technologies offers vast opportunities to improve the quality of the Islamic education system. For example, the use of digital platforms in learning can provide broader access to Islamic knowledge resources, enabling students to learn independently and interactively (Ayathurrahman & Shodiq, 2023). However, alongside the ease of access to information, there is also a potential risk of moral degradation if Islamic ethical and moral values are not effectively integrated into the learning process (Putra et al., 2024). Therefore, it is crucial for educators to provide clear guidance on how to use technology in ways that align with Islamic norms, so that students can become responsible technology users who contribute positively to society (Bahar, 2022).

In facing the challenges of the digital era, Islamic education must adapt without compromising the essence of its teachings. A flexible curriculum that is responsive to contemporary needs and challenges is essential, particularly in shaping students' character to be not only knowledgeable but also ethical and well-mannered (Zubairi & Nurdin, 2022). The role of teachers in internalizing these values is vital, as they must be able to instill good citizenship and a spirit of moderation in the era of globalization (Bahar, 2022). This aligns with the goal of Islamic education to develop well-rounded individuals who can contribute positively to society amid rapid changes (Amrillah & Nuraeni, 2022).

To address these challenges, collaboration among educational institutions, government, and society is essential to develop infrastructure that supports the integration of technology and Islamic values. Policies that encourage the use of technology in Islamic education should be complemented by training programs for educators. This will ensure that Islamic

education plays an optimal role in producing a generation that is not only competitive but also possesses strong character in the digital era (Zubairi & Nurdin, 2022).

Based on the literature review, most previous studies discuss the challenges of Islamic education within the framework of the Fourth Industrial Revolution, such as digitalization of learning and strengthening character education. However, studies that specifically examine the challenges of Islamic education from the perspective of *Society 5.0*—which emphasizes the balance between technological advancement and human values—are still limited. This limitation creates a **research gap** that needs to be addressed.

The **novelty** of this study lies in the comprehensive integration of the analysis of Islamic education issues with the characteristics of the *Society 5.0* era. This research not only maps the challenges but also offers implementable strategies based on Islamic values to maintain the relevance and competitiveness of Islamic education in the digital age.

Based on the above, the objectives of this research are to:

1. Identify the challenges and problems of Islamic education in the *Society 5.0* era.
2. Analyze the relevance of Islamic values in addressing the challenges of a human-centered digital era.
3. Provide strategic recommendations to strengthen Islamic education so that it can adapt to technological developments.

RESEARCH METHOD

This research employs a library research design with a descriptive qualitative approach. This approach was chosen because the topic requires an in-depth review of relevant concepts, theories, and previous research findings, thereby producing a comprehensive picture of the challenges and problems faced by Islamic education in the era of Society 5.0.

The data sources come from various credible and relevant references, including books, scientific journals, articles, official documents, as well as online sources such as digital publications and news portals related to the research theme. The collected data include both national and international publications to enrich the perspectives and scope of the analysis.

The research process is carried out through several stages. First, data collection, which involves identifying various literatures discussing Islamic education, the concept of Society 5.0, and the challenges of education in the digital era. Second, data selection, by reviewing and choosing literature with a high level of relevance to the research focus, while ensuring the validity and credibility of the sources. Third, data analysis is conducted using content analysis techniques to reveal the main themes related to the challenges and strategies of Islamic education in the Society 5.0 era. Fourth, synthesis of the results is performed by integrating various literature findings into the discussion framework, thereby producing practical recommendations that align with the context of Islamic education in Indonesia.

RESULT AND DISCUSSION
Challenges and Problems of Islamic Education in the Society 5.0 Era

The challenges faced by Islamic education in the Society 5.0 era are multidimensional, involving interrelated

structural, cultural, and technological issues. This complexity demands serious attention from educators, policymakers, and all stakeholders in Islamic education. The issues are not merely related to the lack of curriculum adaptation to contemporary developments, but also include infrastructure limitations, low digital literacy, and the challenge of maintaining the relevance of Islamic values amidst the rapid flow of globalized information. These factors represent strategic challenges in shaping a generation that excels not only academically but also possesses moral integrity and readiness to face the dynamics of the modern age.

One fundamental problem lies in the Islamic education curriculum, which still tends to focus on textual content and has yet to fully integrate interactive digital technology approaches. In the Society 5.0 era, learning should no longer be confined to conventional methods, but should leverage technological innovations such as e-learning, multimedia-based instruction, and collaborative platforms. Such integration is essential not only to increase student engagement but also to build competencies relevant to the needs of an increasingly digitized global workforce. Studies have emphasized the necessity of curriculum reform to be more responsive to technological changes and global demands (Isnawati et al., 2023; Putriani & Hudaidah, 2021).

Another pressing challenge concerns the limited digital literacy among educators. Many teachers, including Islamic education teachers, still lack sufficient skills in optimizing technology for classroom instruction. Teachers are the key actors in determining the success of technology integration in learning.

Without digital literacy mastery, it becomes difficult for them to implement innovative teaching methods that combine Islamic materials with modern technological media. Various studies indicate that intensive training and professional development programs in technology skills are an urgent necessity, particularly in the context of value-based Islamic education (Yahya, 2023; Nafiah et al., 2023; Sobri et al., 2022).

The relevance of Islamic values in the era of information disruption also poses a significant challenge. Rapid technological development enables the easy access of information that may not always align with moral principles and Islamic teachings. In such circumstances, Islamic education plays a strategic role in instilling moral filters through the strengthening of Islamic character education. Teachers are expected to integrate academic literacy with religious literacy so that students can critically evaluate the information they receive while internalizing noble Islamic values in their daily lives (Zaenab et al., 2020; Sofanudin et al., 2020). This approach not only safeguards value integrity but also strengthens the moral resilience of the younger generation amid the rapid pace of change.

Infrastructure inequality further exacerbates the challenges. Uneven internet access and limited technological facilities in various regions—especially in remote areas—hinder the implementation of digital learning. Such disparities affect not only the quality of education but also risk widening the educational gap between urban and rural areas. Therefore, it is crucial for governments, educational institutions, and the private sector to ensure equitable distribution of educational infrastructure, including in

madrasahs and pesantrens (Wijayanti et al., 2023).

Overall, the challenges of Islamic education in the Society 5.0 era cannot be addressed in isolation but require an integrated approach. Collaboration among policymakers, educators, educational institutions, and the wider community is key to creating an adaptive, responsive, and relevant Islamic education system. By combining teacher competence enhancement, visionary curriculum reform, and equitable infrastructure provision, Islamic education can play a strategic role in shaping a generation that is intellectually capable, morally resilient, and globally competitive.

Strategies for Addressing the Challenges of Islamic Education in the Society 5.0 Era

Strengthening Islamic digital literacy in education requires a multi-dimensional approach involving teacher and student training, curriculum renewal, integration of Islamic values into technology, and strategic collaboration with multiple stakeholders. This holistic strategy is particularly crucial in the Society 5.0 era, where technological advancement is inseparable from daily life, yet must be guided by moral and ethical principles rooted in Islamic teachings.

First, enhancing digital literacy through targeted training for teachers and students is a critical step. Nurul et al. (2024) emphasize that Islamic education teachers should design learning strategies that are relevant to students' contemporary needs. Digital literacy training equips educators not only with technical skills but also with the ability to select, evaluate, and present digital

content in ways that align with Islamic ethics. Wulanjani et al. (2022) demonstrate that such training significantly increases teachers' creativity in utilizing diverse digital resources as teaching materials. Importantly, these programs should also cover digital ethics—the moral use of technology—highlighted by Istiqomah (2024), who stresses that ethical awareness in the digital sphere is vital in an educational context.

Second, curriculum reform is essential to incorporate digital literacy, artificial intelligence (AI), and technology ethics into Islamic education. Asrul et al. (2023) argue that adding these components can equip students with the skills needed to thrive in the digital era while staying anchored to moral principles. Sakdiah et al. (2022) further indicate that curriculum innovation integrating digital literacy supports students in navigating the complexities of information in the digital world, helping them develop critical thinking, analytical skills, and ethical judgment.

Third, the integration of Islamic values into technological applications must be prioritized. This includes developing digital learning content that embodies Islamic morality and positive character values. Sakdiah et al. (2022) underscore the significance of designing Islamic-based digital media as part of moral education, while Yuniarto and Yudha (2021) emphasize that educational content should promote wise and ethical technology use. Rosyadi and Novrizal (2023) add that a deep understanding of digital literacy is fundamental to nurturing a generation that is both technologically adept and morally grounded.

Finally, strengthening partnerships between educational institutions, government agencies, industry stakeholders, and technology communities is crucial to sustaining innovation in Islamic digital-based learning. Yuliawati et al. (2021) and Siregar et al. (2023) note that such collaborations can enhance resource availability, provide educators with access to cutting-edge technology, and facilitate the integration of real-world industry experience into classroom learning. These partnerships expand the reach and accessibility of training programs, ensuring equitable opportunities across diverse educational settings.

In conclusion, implementing a comprehensive Islamic digital literacy strategy—combining training, curriculum reform, value integration, and cross-sector collaboration—can play a transformative role in shaping a generation that is not only technologically proficient but also morally resilient. Such an approach ensures that technological progress in the Society 5.0 era becomes a vehicle for reinforcing, rather than undermining, the ethical and spiritual foundations of Islamic education..

CONCLUSION

Islamic Education in the Society 5.0 era faces complex and multidimensional challenges. These challenges include curriculum renewal that remains insufficiently adaptive to technological developments, limited digital competence among educators, the relevance of Islamic values amid the massive flow of information, and technological infrastructure gaps that hinder equitable access to education. This situation demands strategic, measurable, and integrated steps so that Islamic education can respond to the demands of the times without losing the identity of Islamic values that form its essence.

The findings of this study indicate that the success of Islamic education in facing the Society 5.0 era largely depends on its ability to adapt to technological innovations while maintaining its primary function as a shaper of character and morality in the younger generation. The integration of technology into learning must be carried out critically and selectively, ensuring that every use of technology remains aligned with Islamic principles that prioritize public benefit (maslahah) and humanity.

Based on the research findings, there are three main recommendations that can serve as a reference for strengthening Islamic education in the Society 5.0 era:

1. Strengthening Islamic digital literacy, equipping educators and students with digital literacy skills grounded in Islamic ethics, morals, and values.
2. Adaptive curriculum renewal, integrating 21st-century competencies, educational technology, and materials relevant to the development of science and the digital industry.
3. Enhancing teacher competence, through continuous training that combines mastery of technology with learning strategies based on Islamic values.

By implementing these strategies, Islamic education is expected to actively contribute to shaping a generation that is not only intellectually capable but also excels in morality and is ready to face global challenges. Thus, the vision of Society 5.0—which places humans at the center of technological advancement—

can be realized harmoniously within the framework of Islamic values.

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