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

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Abstract:

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. 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.

🎯 Introduction (مقدمة)

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. Trilling & Fadel said that education in the era of Society 5.0, human needs are not enough to prioritize only the intellectual aspect (Santoso et al., 2023). More than that, education must be a means to produce in students a variety of 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.

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.

🔎 Method (منهج)

This research is based on a library research approach, which involves collecting data and 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. Data collection techniques researchers will explore data in accordance with the discussion of opportunities and challenges in developing the quality of Islamic education in the era of society 5.0. Data obtained from various books, literature, documents, journals, articles and

information from print media and other electronic media that are relevant in the problems observed. After that the data is collected, selected and grouped, then discussion and analysis will be carried out. Data analysis in this research is content analysis, which is a research that is an in-depth discussion of the content of written or printed information in the mass media.

📑 Result (نتائج)

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(Enz & Siguaw, 2000). Here are some of the issues that may arise: (1) Lack of Technology Skills(Nawi et al., 2012) The impact of globalization on current Islamic education: For many Islamic educators, technological skills may be lacking or limited. They may struggle to integrate modern technology into the learning and teaching process(Snell et al., 2005). (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 (Mahfud, 2019)may not fully integrate modern aspects and technology in learning, which can make education less relevant. (5) Resistance to Change(Budiyanti et al., 2020): 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 3. Lack of access to infrastructure

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(Dalyono & Mudayen, 2017). 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 (Muttaqin, 2023)refers to efforts to manage and optimize the education process in Islamic education institutions by utilizing information and communication technology (ICT)(Holtgrewe, 2014). 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(Ongardwanich et al., 2015). 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(Ongardwanich et al., 2015). 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(Lewis & Smith, 1993) 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) (Ahmad et al., 2017)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.

📑 Conclusion (خاتمة)

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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