




Research Article

## The Paradigm of Islamic Religious Education in the Era of Society 5.0

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**Abstract.** The paradigm of Islamic religious education in the era of Society 5.0 is an approach that integrates technology with spiritual and moral values to create relevant and holistic learning experiences. This article discusses various paradigms about the importance of global-minded Islamic religious education in facing the era of Society 5.0. This era is characterized by the digital revolution and technological developments that affect various aspects of human life such as economic, social and cultural. The approach used in this research is a qualitative research method with a focus on descriptive analysis of various written texts. The results of this study explain that Islamic religious education with a global outlook will prepare the younger generation to face multidimensional challenges presented by technological advances, global demographics, and complex social changes. As the basis of the paradigm, global-minded Islamic religious education allows the integration of religious, cultural, and moral values that are relevant to the global context. In preparing students, educators should adopt a holistic and inclusive approach. This involves teaching not only religious doctrines and rituals, but also emphasizes a deep understanding of the universality and humanistic values of Islam that can be adopted in diverse environments. Global Islamic religious education also provides a bridge in promoting peace, tolerance and intercultural understanding. Global Islamic religious education is a solution in facing the era of globalization.

**Keywords:** paradigm, society 5.0, PAI,

## INTRODUCTION

The term education comes from the Greek "paedagogie" which means guidance for children. Later, this term was translated into English as "education" which means development or guidance. Islamic religious education is an effort to ensure that children acquire knowledge with an Islamic perspective. Every effort and action taken to achieve this goal must be based on a strong foundation (Maulidiyah dkk., 2021). Because education is a key element that facilitates the development of human resources for the future of a country (Rofiq & Muqfy, 2019). It is hoped that education can guide students to be able to compete in the global sphere (Idris, 2022). Islamic religious education has a very important role in human life as a whole. Education involves the relationship between individuals, especially between teachers and students, to achieve national education goals.

The essence of the purpose of Islamic religious education is to form individuals who act as leaders on earth, obedient servants of God in worship, become perfect human beings, and develop humans who are pious, faithful, and have noble morals (Taufikurrohmah, 2022). The basic purpose of Islamic religious education is to achieve happiness in life after death, which is the ultimate goal of human life. While the specific objectives of Islamic religious education may vary depending on the context, it generally aims to provide benefits in the life of the present world (Nabila, 2021).

The topic of the purpose of education cannot be separated from the nature of education itself. As mentioned in previous research, philosophically, Islamic religious education is defined as education with a comprehensive paradigm, which creates divine, human, and natural values integratively. The goal is to humanize and liberate humans so that they can carry out their duties and functions as caliphs on earth as a form of devotion to God and fellow human beings (Sholihah dkk., 2019). Therefore, education as a vehicle in the process of changing individual behavior must have a

goal, where the goal is a direction to be achieved (Nabila, 2021). Islamic religious education must be able to adapt to changes in society and technology in order to remain relevant to the Islamic principles on which it is based. In addition, the challenges of pluralism and the need for tolerance are increasingly important to face. Islamic religious education is expected to teach the values of pluralism, promote tolerance, and respect religious and cultural diversity (Sembiring dkk., 2024).

In the context of education, there are many relationships that take place during the teaching and learning process. These include how teachers teach, how students learn, the interaction between teachers and students, and the interaction between fellow students. A teacher has the main responsibility for managing learning. To make learning interesting and effective, teachers must have efficient and suitable learning strategies and methods to deliver their learning materials, as well as integrate them into positive educative interactions (Napitupulu, 2019).

Education serves as a tool to prepare the intellectual aspects of the nation's children, while culture acts as a means to strengthen the "soft skills" aspects, so that humans who are superior and ready to face life in the era of Society 5.0 can be formed. Strengthening education to form the nation's intellectuals is an obligation and a noble task for formal and non-formal educational institutions. Thus, education in Indonesia needs to be adjusted to the concept of Society 5.0. The concept of education must change so that the goals of Society 5.0 in society can be achieved. Therefore, planning or curriculum concepts that are in accordance with the times are needed, which include competencies in the form of skills needed by society in the era of Society 5.0 and Industry 4.0. The Industry 4.0 era emphasizes more on the technological aspect, with Artificial Intelligence (AI) and the Internet of Things (IoT) used as tools to improve the quality of human life.

It is important to avoid situations where humans become victims of technological advances, such as losing the ability to think critically and relying on technology excessively. Every educational institution has the responsibility to prepare human resources who are innovative, capable of having a career, mastering technology, having integrity, and being able to communicate well in society. Learning models that focus on strengthening competencies or skills in a career, always learning and innovating, mastering information technology, thinking critically, having good communication skills, being creative and innovative, and being able to work together in groups, are very important and need to be developed creatively by educators (Harun, 2021).

The development of the era that is accelerating requires humans to have mastery of technology that continues to grow. Various technological ideas are also developing rapidly. One of them is the concept of Society 5.0 which was first introduced by Japan. The purpose of this concept is to meet human needs by utilizing science based on modern technology, such as Artificial Intelligence (AI), Internet of Things (IoT), and robotics. The term Society 5.0 became popular about five years ago, on January 21, 2019. This term emerged as a continuation of the industrial revolution 4.0 or Society 4.0. While the two are similar in some ways, they have different focuses. The industrial revolution tends to emphasize the ease of human life with AI as its main element. Society 5.0, on the other hand, emphasizes the use of modern

technology while still relying on humans as the main element. With humans as the main element, this concept aims to produce technological developments that can reduce inequality among people. This is similar to the approach promoted by the concept of Marketing 5.0, which combines technology with the human aspect or the role of humans (Latifah & Ngalimun, 2023).

In the era of society 5.0, the dominant technologies include Artificial Intelligence (AI), Internet of Things (IoT), Big Data, and the use of robots to carry out human work. The use of technology in assisting human work shows the progress of human civilization and thinking. However, this development also presents increasingly complex problems in various fields. The rapid development of technology has made people surprised and unprepared to adjust to the changes that occur. In addition, the uneven distribution of technology means that technology cannot be enjoyed by all levels of society. This has a serious impact on the backwardness of people in areas where it is difficult to access modern technology (Al Jawad dkk., 2024).

The educational paradigm is a comprehensive view that is the basis for designing the education system. According to (Nasrudin, 2008) what is meant by the paradigm is education that has distinctive Islamic characteristics and reflects the concept of education that is truly sourced from the Qur'an and hadith. This educational concept is built on concepts and theories developed from Islamic values, namely the Qur'an, as-Sunnah and *ijtihad*. In addition, the essence of Islamic religious education is a process to achieve the goal that humans in this world must carry out the mandate of Allah SWT, which means worshipping Him (Bashori, 2017).

The basis of the paradigm of Islamic religious education is the Qur'an and Hadith, which are the main references in building and developing educational concepts, principles, theories and techniques. Overall, the educational paradigm reflects the correlation between Godhead, morals, the universe, and humans in the context of Islamic religious education theory. The ultimate goal of all these activities is to uphold religion, and maintain a balance between religious knowledge and intellectual development in the educational curriculum. But, unfortunately, the next generation was unable to continue these advances properly, so Muslims unknowingly lost their role as leaders. Until now, the West has easily taken and transferred knowledge from Muslims, so that control and mastery of science and technology is now in the hands of the West (Bashori, 2017).

The development of Islamic religious education faces various problems that are interesting to discuss. Although contemporary Islamic religious education develops while maintaining its basic character derived from the Qur'an and Hadith, this is not enough to achieve the desired educational goals. Islamic religious education needs to be able to adapt to the development of science and technology, which is an inseparable part of the life of modern society. In reality, the development of Islamic religious education today is still considered far from its idealism (Rozi dkk., 2022).

## DISCUSSION AND ANALYSIS

The approach used in this research is a qualitative research method with a focus on descriptive analysis of various written texts. The qualitative method was chosen because this research emphasizes more on literature and literature studies. Researchers read, understand, and analyze written sources that are relevant to the problem under study. Data was collected through searching from various sources such as theses, dissertations, scientific articles, and e-books accessed through electronic media and the internet. The search was conducted using keywords relevant to the research variables on Google Scholar. The selected journals were based on their relevance to the specified keywords. After the search, researchers identified 20 journals and reference books which were then analyzed, summarized, and grouped to generate new ideas or concepts related to the research topic (Sembiring dkk., 2024; Ulimaz dkk., 2024).

In this study, data is evaluated verbally and descriptively without using statistical techniques. Qualitative methods allow researchers to understand and describe the problem under study through the presentation of data in the form of narratives and descriptions. The results of this study provide deep insight and understanding of the topic under study based on the analysis and synthesis of relevant written texts (Sembiring dkk., 2024; Ulimaz dkk., 2024).

The Society 5.0 era is a development from Society 1.0. The change to Society 5.0 is also triggered by the Industrial Revolution 4.0 which emphasizes the rapid development of technology. Both Society 5.0 and this Industrial Revolution have a wide impact on various aspects of people's lives such as economics, social, and culture around the world. These changes in society not only affect the economic, social and cultural fields, but also have a significant impact in the world of education. The reason is that the human resources involved in the development of the Industrial Revolution come from people who have received education. In Indonesia, education includes primary, secondary and higher education. Therefore, every change in the Industrial Revolution has an impact on education because education is the foundation that connects society to the Industrial Revolution. Education helps people prepare for the Industrial Revolution (Harun, 2021).

Discussions about education in the Society 5.0 era are closely related to changes in the learning system in that era. This Revolutionary Era is closely related to the 21st Century capabilities associated with rapid technological advancement. This also has an impact on the learning system that refers to the concept of increasingly advanced technology (Trilling & Fadel, 2012) identified three main types of 21st Century skills, namely: (1) life and career skills, (2) learning and innovation skills, and (3) media and technology information skills. These skills become guidelines for learning in the Society 5.0 era so that the learning system is in line with the concept of Revolution 5.0. In line with this concept, the Director General of Education and Culture of the Ministry of Education and Culture (2017) identified four types of skills in the 21st Century, namely: (1) critical thinking and problem solving skills, (2) communication skills, (3) creativity and innovation, and (4) collaboration. The concept of Revolution proposed in Japan emphasizes the role of humans in facing the paradigm of progress of the Industrial Revolution 4.0. This means that in this Society

5.0 era, humans are required to have higher complex problem-solving, critical thinking, and creativity skills (Harun, 2021).

Talking about the concept of learning in the era of society 5.0 is closely related to the concept of 21st century skills which emphasizes skills or abilities, innovation and the use of technology. Of course, it must be related to what competencies are expected to be achieved in accordance with the skills in the era of society 5.0, in this case 21st century skills. The concept of learning in this era is of course in line with the potential expected in the 21st century. To provide space for learners to discover the concept of knowledge and creativity. Educators may choose various learning models such as discovery learning, project-based learning, problem-based learning, and inquiry learning. These models encourage learners to build creativity and critical thinking. According to Schunk (2012), the most important learning outcome is that students have the power and ability to learn to develop themselves further. Not just getting knowledge and metacognitive competence but also being able to develop their abilities. Learning models such as experiments that center learning on students are an alternative choice of learning methods in this society 5.0 era. This is because this model focuses on learning competencies that strive for students in facing the challenges of the society 5.0 era.

The purpose of Islamic religious education still looks far from the expected goal. This is because there is still a dichotomy system in Islamic religious education, although the Qur'an as the main reference does not support the dichotomy. Abdurrahman Mas'ud explained that the dichotomy system in Islamic religious education is not only the monopoly of educational institutions. Dichotomy in Islamic religious education is like a plague, affecting the entire life of Muslims, from individuals to communities, from rulers to commoners, and from outside to inside educational institutions (Bashori, 2017).

Islamic Religious Education in this era is a paradigm and an urgent solution to face global challenges. The purpose of Islamic religious education is to maintain individual Islamic identity and strengthen religious understanding in the face of diverse cultural implications. In addition, Islamic religious education is expected to be able to stimulate intercultural dialog. To achieve this, a holistic and inclusive approach is needed.

Islamic religious education with a global outlook is the answer to facing the era of society 5.0. This global-minded Islamic Religious Education can be carried out through strong moral education and focuses on developing global awareness and human civilization, mature emotional intelligence, and a broad understanding of global developments. This education also promotes inclusiveness, intercultural dialogue, social solidarity, and attention to environmental issues. By producing a resilient and highly ethical generation, global-minded Islamic religious education is able to maintain the identity of Muslims, integrate technological developments with religious values, and create a just and harmonious society in the Era of Society 5.0 (Sembiring dkk., 2024).

The Industrial Revolution 5.0 era is an era without space and time constraints, which encourages and fosters technological advances through the creation of smart machines, robots, and artificial intelligence (AI). In the 5.0 era, humans live a life that

is automatic, instant, and practical. This era also provides many new opportunities in various fields and poses various complex and difficult challenges. Therefore, it requires qualified human resources with in-depth knowledge and the ability to solve problems in people's lives (Rembangy, 2010). The current generation, known as millennials, is an internet generation that interacts more dynamically and is infinitely connected (Rahman & Nuryana, 2019). Every day they live and thrive in a digital world that is very familiar with technology (Ikhsan, 2023).

Islamic religious education has undergone a transformation in terms of paradigms, methods, and development strategies to remain relevant to the current global situation and conditions. However, Islamic religious education still adheres to the ideals and goals based on the Qur'an and Hadith as well as the goals of national education (Rahman & Nuryana, 2019) stated that the principle of maintaining good traditions and adopting better innovations is a mantra for the paradigm of progress, continuity, and openness to innovation for the transfer of knowledge and technology that brings benefits to the development of Islamic religious education. In recent years, Islamic religious education has continued to develop into a model and example for the world of education. This is marked by the growth of institutions (Director General of Islamic Education, 2019), the development of Islamic-based schools such as Integrated Islamic Schools, boarding schools, tahfidz schools, modern pesantren-based schools, and the transition of Islamic universities from STAIN to IAIN or UIN. In addition, changes also occur in the content and excellent programs offered, such as the pesantren entrepreneurship program and others (Gunawan, 2015) (Ikhsan, 2023).

Islamic Religious Education is expected to have a deep understanding of the capabilities and tendencies of individuals in exploring their potential. Furthermore, this education must equip students with skills that allow them to interact with the realities of the industrial revolution era. Islamic Religious Education also needs to take an active role in following the times as proof of its existence in the Era of Society 5.0. In addition, this education must adapt to the needs and demands of society in the era of the industrial revolution, with a view to a better future. The role of Islamic Religious Education reflects a commitment to answering challenges that continue to evolve in accordance with the needs of global education (Pihar, 2022). The urgency of Islamic religious education with a global outlook can be linked to several important aspects, including:

#### 1. Global Challenges.

The world is increasingly connected through technology and communication, so young Muslims need to have a broad understanding of global issues such as peace, social justice, environment, economy, and science and technology. Islamic religious education with a global outlook provides an understanding of religion and Islamic values that are relevant to these issues. The paradigm of Islamic education in the era of Society 5.0 must focus on developing a generation that not only understands religious teachings deeply, but is also ready to face and make a positive contribution to global challenges. Education that is inclusive, adaptive and based on Islamic values will equip students with the ability to become agents of change in an ever-evolving global society.

## 2. Universal Understanding:

Traditional Islamic religious education often focuses on the local and lacks in developing a universal understanding of Islam. In the global era, Muslim students need to understand Islamic values deeply and appreciate the diversity of cultures and religious approaches in the wider environment. The paradigm of Islamic education in the era of Society 5.0 should focus on developing a universal understanding that integrates Islamic teachings with global realities. This includes respect for diversity, international collaboration, and the application of Islamic values in facing global challenges, so that students can become broad-minded individuals capable of making positive contributions at both local and global levels.

## 3. Interfaith dialog.

Global Islamic religious education enables more productive interfaith dialog, with an emphasis on understanding, tolerance and mutual respect. A generation of Muslims well-educated in this education can engage in constructive dialog and strengthen interfaith cooperation. Interfaith dialog in Islamic Religious education in the era of Society 5.0 requires a structured, inclusive and technology-based approach. By applying these strategies, students can develop a deeper understanding of other religions, respect differences, and work together in building a peaceful and harmonious society.

## 4. Positive Role in World Development.

Global Islamic education aims to produce individuals who understand the values of Islam and are able to play an active role in world development, including in the fields of education, community development, science, poverty alleviation, peace, and sustainable development. By taking an active role in various aspects of world development, Muslims can demonstrate that Islamic teachings are not only relevant but also contribute positively to the welfare of humanity. This reflects the essence of Islam as rahmatan lil 'alamin (mercy to the universe), where Muslims become agents of change that bring goodness and benefit to all.

## 5. Strong Muslim Beliefs and Identity.

Global Islamic education strengthens Muslim identity and religious beliefs amidst globalization and foreign cultural influences. With a broad inclusive view of Islam, students will have a solid understanding of Islam and a sense of pride in their Muslim identity (Sembiring dkk., 2024). Strong Muslim faith and identity are important aspects in shaping individuals who are firm in their beliefs and able to face the challenges of the times wisely. In the era of Society 5.0, where technology and global interactions are increasingly dominant, maintaining Muslim faith and identity becomes even more important.

According to (Djaelani, 2013) the role of religious education, especially Islamic religious education, is very important in shaping student morals. Religious education functions as a means of transforming knowledge in the religious field (cognitive aspects), as a medium for transforming moral norms and values to form attitudes

(affective aspects), and in controlling behavior (psychomotor aspects) so that a complete human personality is formed (Rohman & Ningsih, 2018). Islamic Religious Education is expected to produce individuals who always strive to perfect faith, piety, and have noble character. Noble morals include ethics, character, or morals as a manifestation of education (Ainiyah, 2013). Individuals with noble character are expected to be able to face challenges, obstacles, and changes that occur in social interactions, both on a small and large scale (Ahmad, 2018).

## CONCLUSION

In education itself, the society 5.0 era affects the development of learning both in terms of models, methods and learning media. Based on the discussion above, it is known that there are three learning models that are in accordance with the demands of society 5.0 which are in line with 21st century competencies, namely innovation, creativity and excellence in communication.

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