



CHALLENGES AND OPPORTUNITIES OF ISLAMIC EDUCATION IN PREPARING A RESILIENT GENERATION IN ERA 5.0

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Abstract

The end of the industrial revolution era with various changes, society is forced to enter the 5.0 era. Various innovations have emerged and require the ability to adapt. This study aims to reveal the challenges and opportunities of Islamic education in preparing a strong generation in the 5.0 era. This study uses a literature study method often referred to as a Scoping review. The author identifies various literatures that use various methods with themes related to the topic of challenges and opportunities for Islamic education in facing society 5.0. The results of the study show that the problems that emerge as challenges to Islamic education are: moral decadence, the emergence of non-educational media that are easily consumed by children, inappropriate use of social media, situations that demand to compete in various aspects, the necessity of democracy and modern developments, demands to survive the crisis and maintain what has been achieved, demands to compete both on a regional, national and international scale, demands to adapt to rapid changes. To anticipate these challenges, namely by fostering religious understanding to hone spiritual and emotional intelligence, creating as much useful content as possible that is in accordance with Islamic teachings using various media that are easily consumed by all groups, strengthening Islamic education that focuses on character development in children, providing 21st century skills to survive the demands of democracy and modernization, preparing reliable educators who are able to carry out renewal and have a forward-looking orientation.

Keywords: Islamic Education, Resilient Generation, Society 5.0



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INTRODUCTION

Society 5.0 is a concept of a human-centered technology-based social order, where society must be literate in information and communication technology and have the ability to solve problems through innovations that are developing in the 4.0 era. This innovation includes the Internet of Things (IoT), big data, and robotics designed to support human life efficiently (Fatoni et al., 2024a; Harsono, 2022; Sukarno, 2020). In the field of education, technology in the 5.0 era allows the teaching and learning process to take place without limitations of space and time, even without direct supervision from teachers. Students can connect directly with smart devices or robots designed as learning companions, either controlled by educators remotely or working independently. This innovation allows for more flexible and effective learning, where students are able to access quality education anytime and anywhere (M. I. Sari & Rochbani, 2024).

To face the era of society 5.0, individuals are required to have creativity, critical thinking, communication, and collaboration skills as a basis for adapting to the rapid development of technology and the economy (Mira et al., 2022). This human-based civilization is designed to answer the challenges that arise from the 4.0 era, such as the negative impact of technology on humanity and human character (Harahap, 2020). Therefore, it is necessary to instill good character, such as caring, tolerance, and social awareness, accompanied by encouragement to innovate and think critically. The main goal of society 5.0 is to integrate the virtual world with the real world through artificial intelligence (AI), so that daily life can run more easily and efficiently in various aspects (Fatoni et al., 2024b).

Education is the main means of building a strong millennial generation, ready to face various challenges in the era of society 5.0. Therefore, human resources are needed who not only master knowledge, but also have special skills and are ready to overcome problems in the era of rapidly changing technology (Azhar, 2022). Education is seen as the main indicator of the progress of a civilization, so it is appropriate to receive special attention in its development efforts ((Bahri, 2022). Educators are not only tasked with conveying knowledge, but also need to teach character values, morals, and role models as important provisions for students (A. R. Sari, 2021; Sartono et al., 2024). Education must be directed to be able to prepare students to face various rapid changes, so that they can adapt well in an ever-evolving environment (Haleem et al., 2022).

Rezky's research (2019) discusses the importance of the role of education in shaping the character of a young generation that is resilient and responsive to changes in the digital era. However, this study has a uniqueness or gap that focuses on identifying the challenges and opportunities faced in Islamic education, especially in the era of society 5.0. These challenges include demands to solve problems with critical thinking skills, leadership, collaboration, and the ability to manage emotions and negotiate well. This study is more specific in highlighting Islamic education in preparing a generation that is able to take advantage of technological opportunities and social change in the 5.0 era.

It is so important for us to be prepared to face challenges and take advantage of opportunities in the era of society 5.0, this is the background for conducting research on "Challenges and Opportunities for Islamic Education in Preparing a Resilient Generation in the Era 5.0". This research aims to identify various problems or challenges faced in the era of society 5.0; identify various opportunities that can be utilized in the education.

RESEARCH METHOD

Research Design

This research design uses a qualitative approach with the scoping review method. Referring to Arksey and O'Malley's opinion, that Scoping review is a method of in-depth and comprehensive literature, which is obtained from various sources with different research methods and related to the research topic (Widiasih et al., 2020).



Figure 1. Flowchart of the qualitative scoping review research design

In this scoping review method, several stages are carried out, namely: 1) Compiling research questions according to research objectives; 2) Collecting reading sources that are in accordance with the topic; 3) Compiling and sorting the literature obtained, then adjusting it to the research topic; 4) Compiling and reporting the results of the analysis of the selected literature.

Research Target/Subject

In this study, the author used 35 sources related to the theme of challenges and opportunities in the era of society 5.0. These sources come from 22 journals, 5 proceedings and 8 other articles. These reading sources are processed through the process of editing, organizing and finding (Wandansari, 2021).

Research Procedure

The first process is to check the clarity and harmony of meaning between one source and another, then organize the data that has been obtained according to the required structure. Furthermore, the author conducts further analysis on the results of organizing data on problems that arise and become challenges for society, as well as opportunities for Islamic education in the 5.0 era. Finally, the author conducts data analysis to be able to draw conclusions by looking for similarities in opinion about the theme.

RESULTS AND DISCUSSION

Society 5.0 is a concept of community life that coexists with technology to achieve a better life. All elements need to innovate to be able to make recommendations on each problem of the user community (Sugiono, 2020). The integration of society in the Society 5.0 era with

technology can be seen from two different social perspectives, namely materialism and existentialism. For adherents of materialism, the novelty of current technology encourages humans to have as much money as possible in various ways to fulfill their needs and desires. Money and property are measures of social class in society. Meanwhile, for existentialists, humans need rationality to regulate the universe. The universe is irregular in shape so rational thinking is needed to regulate it and create devices that can regulate and maintain order in society (Nasikin & Khojir, 2021; Rahmawati et al., 2021).

Society 5.0 aims to create an order that places society at the center, improves the economy and meets the needs of society, so that the quality of life and comfort of society are fully improved. An order that pays attention to people's needs in a comprehensive and detailed manner, without any age and language boundaries, by providing all needs in the form of goods or services. The key is the combination of the virtual world and the real world to create new values and solutions in solving all problems (Handayani & Astrini, 2020). People in this century are humans who live, are close and easy to get along with technology so that they are known as a digital society. All kinds of information and knowledge can be obtained simply by searching on a search engine. As a result of this development, it is feared that there will be an erosion of the values of human character who live in reality. The increasingly modern life in contemporary society 5.0 is not impossible to cause problems or conflicts in society (Lumintang & Intgan, 2022).

Table 1. Summary of the qualitative scoping review process

Stage	Research Activity	Expected Output
Formulating Research Questions	Develop research questions aligned with the study objectives.	Clearly defined research questions.
Literature Identification	Search and collect relevant literature from various scientific databases and credible sources.	Collection of relevant publications.
Literature Screening and Selection	Organize, screen, and evaluate the collected literature based on inclusion criteria and relevance to the research topic.	Selected articles for detailed analysis.

Society 5.0 emphasizes the placement of humans as a source of innovation, while utilizing technological developments so that the quality of life becomes better in all respects (Usmaedi, 2021). Society 5.0 is a concept initiated by the Japanese government which emphasizes the technological aspect to make human life easier (Rojas et al., 2021). However, this idea is also supported by the humanitarian aspect to maintain the concept of technological balance in its utilization (Sabri, 2019). Society needs many future services in various sectors. Therefore, adequate technological skills are needed in all fields. Everyone must practice their profession digitally and at the same time contribute to providing better services to the community.

The mobility and accessibility of society in the Society 5.0 era are much higher and more complex than society in previous eras. Dependence on technology is so great that some natural abilities fade. These abilities must be reactivated and renewed. So that society in the era of society 5.0 does not only have one dynamic society of functional buildings, but its technology is also available to promote communities to massively innovate with existing technology and

be able to fill the gaps that arise in society (Rahmawati et al., 2021). To anticipate all possibilities, quality human resources are needed, who are ready to face all conditions.

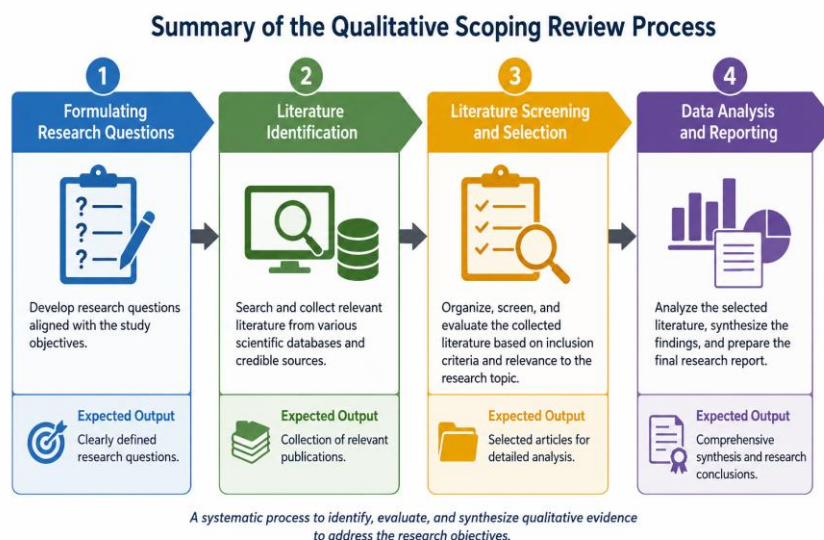


Figure 2. Systematic process for conducting a qualitative scoping review

To create a resilient generation, an appropriate education process is needed for the generations who are part of this society 5.0 (Saputra & Murdani, 2023). Education is a place where students grow and develop, are fostered and guided to achieve maturity with the aim that students are able and qualified to fulfill their own life goals (Simanjorang et al., 2023; Wantini et al., 2023). Education in the Era of Society 5.0, which is often referred to as a super intelligent society, is an educational process whose main focus is building human rationality, knowledge and ethics in line with current technological developments. The right education pattern will greatly assist in preparing a resilient generation that is able to adapt to various circumstances. So that educators play a very important role in preparing the next generation.

Many things that are clearly visible are challenges for us today, such as the way young people socialize too freely; media and the internet world that are not educational. Most of the shows found are of poor quality and endanger the development of children's mindsets; Inappropriate use of technological advances to support life's needs; The lifestyle of teenagers that is not in accordance with the rules (Khatijatussalihah & Syahira, 2019; Saragih et al., 2024).

As a result of such tremendous changes, we are all required to understand what must be prepared so that the next generation has the resilience to adapt to various changes in the times. One of the main problems that must be faced today is how to form a generation that understands the future (Ali, 2019). In the 5.0 era, the problems that must be faced by Islamic education are the very rapid development of science and technology, the demands of competing in various aspects, and the loss of value systems in social life (Tunru, 2018). The rapid changes in the era require Islamic religious education to make continuous changes, both in terms of models and learning strategies (Mas'ula & Hakim, 2023).

According to Malik Fajar, there are three challenges currently being faced, including the ability to survive the crisis and maintain what has been achieved, the ability to compete (Muid & Magfiroh, 2023). The advancement of science and technology is also a challenge in Islamic education, therefore the younger generation must master it so as not to be left behind. In

addition, Islamic education must be able to foster the strength to free oneself from the grip of poverty, ignorance, social, cultural and economic backwardness (Samrin, 2018).

Another opinion states that in the era of society 5.0, data literacy, human literacy and technological literacy are needed (Pihar, 2022), then applied technology literacy, humanities, communication and design are needed (Abduh & Syahlarriyadi, 2023). If in the era of revolution 4.0 blended learning and case-based learning are applied, then there is a possibility that the role of teachers in transferring knowledge can be replaced by robots (Pihar, 2022), although the role of teachers as educators cannot be replaced.

Quality, democratic, critical and behavioral abilities that are able to overcome various challenges are things that must be developed by Islamic (Rais et al., 2021), in addition to creating a generation that is able to solve every problem and is creative in facing the challenges arising from the emergence of the era of society 5.0, for that adequate resources are needed in the world of education such as teachers, lecturers and other educational personnel (Putra, 2019; Saputra & Murdani, 2023).

In the era of society 5.0, society needs to improve soft skills in order to have the skills and abilities that are in accordance with needs, so that they become a quality generation in the future (Hadiapurwa et al., 2021). The skills that are important for the generation facing the era 5.0 are creative, innovative, critical thinking, having communication and collaboration skills, and having good character (Sukarno, 2020). In addition, human resources that are considered important are those who have professionalism, competitiveness, functional competence, participatory excellence and are able to work together (Rezky et al., 2019).

Furthermore, in this era of society 5.0, an educator must understand how to use hardware and software and connect the two, in addition to having competence in the content of the subject matter. Then the educator must also have competence in pedagogical knowledge, including knowledge of student characteristics, learning theories, learning models or methods, and assessment of the learning process and outcomes. No less important is the innovation of Islamic religious education learning in the era of society 5.0 through the application of high-level thinking skills, renewal of learning orientation and provision of infrastructure that leads to the future, the use of appropriate learning models, and the development of educator competence (Suhadak, 2021). In the era of society 5.0. where this era the competency skills needed by students are the skills that exist in the 21st century, namely: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills (Aziz, 2023).

Of the many studies on various problems that arise and become challenges for society in the era of society 5.0, including the rise of the younger generation whose behavior is increasingly far from religious guidance, the demand to always be smart in filtering information, the demand to master technological advances, the demand to communicate and compete globally, the demand to adapt to various uncertain and rapidly changing circumstances, the demand to always be magnanimous in facing all conditions that are not in accordance with expectations, the demand to free oneself from the grip of poverty, ignorance, social, cultural and economic backwardness.

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 (Samrin, 2018). 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 (Pihar, 2022). As a means of transferring knowledge and moral values, Islamic religious education is expected to be able to control human behavior so that it does not deviate from the rules that apply in Islam (Guna et al., 2024).

Several things that can be done in facing society 5.0 are: 1) equalizing the reach of internet connections throughout Indonesia (Rohimah, 2019); 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 (Kinanti, 2021); 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 (Samrin, 2018). 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 (Sukarno, 2020).

The strategy so that we are able to create a strong and capable next generation, namely by improving faith and Islam (Rohimah, 2019). Furthermore, a strong generation must be able to compete, collaborate, always innovate and continue to strive to develop their quality (Rais et al., 2021). 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 (Sawari et al., 2022). 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 (Sukmawati, 2023).

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 (Suhadak, 2021).

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'alamin.

CONCLUSION

Referring to various information collected through the scoping review process, it can be concluded that the Era of Society 5.0 has given rise to various problems that are challenges for society and also for Islamic Education in preparing a strong young generation. In addition to giving rise to challenges, rapid technological developments have also given rise to various opportunities for Islamic Education. The problems that have emerged are: 1) moral decadence, the phenomenon of young people's social interactions that are far from the guidance of Islam; 2) the emergence of non-educational media that is easily consumed by children; 3) inappropriate use of social media; 4) tight competition in various aspects, the need for democracy and following modernization; 5) demands to survive the crisis and maintain what has been achieved; 6) demands to compete well on all scales; 7) demands to adapt to rapid changes and uncertain conditions and demands to master rapidly developing science and technology.

These problems are challenges for Islamic education. To anticipate these challenges, the right strategy is needed. The strategies that can be implemented include: 1) Fostering religious understanding to hone the spiritual and emotional intelligence of the younger generation, as an effort to restore moral decadence and return the younger generation to the guidance of Islam in acting and socializing; 2) Creating as much useful content as possible that is in accordance with the Qur'an and Hadith by using various media that are easily consumed by all groups to stem low-quality content that can affect children's mentality and thinking; 3) Strengthening Islamic education that focuses on character development in children, including social media ethics, so that the younger generation uses social media wisely; 4) Preparing the younger generation by equipping them with 21st century skills so that they are able to compete and survive the demands of democracy and modernization; 5) Fostering mental and spiritual resilience so that they can survive the crisis and maintain what has been achieved by strengthening character according to the guidance of the Qur'an and Hadith; 6) Preparing reliable educators who are able to carry out innovation and have a forward-looking orientation, so as to be able to create a young generation that is strong mentally, spiritually, able to adapt, think creatively, innovatively, critically, skilled in communicating, collaborating, competing, and has good character; 7) The rapid development of technology opens up opportunities for Islamic education to disseminate scientific results that provide benefits to the wider community, thus

helping to foster and prepare a generation that is knowledgeable, technological, highly skilled, faithful and does good deeds.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Google Assisted to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) Carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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