



Preparing a Resilient Generation: Challenges and Opportunities for Islamic Education in Era 5.0

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ABSTRACT

The transition from era 4.0 to era 5.0 forces society to adapt to rapid technological changes, with various innovations emerging and demanding higher adaptability. This study aims to explore the challenges and opportunities faced by Islamic education in preparing a resilient generation in era 5.0. Using the library study method or scoping review, this study identified various relevant literature related to the challenges and opportunities of Islamic education in the midst of society 5.0. The results of the study indicate that some of the main challenges for Islamic education include: moral decadence, the proliferation of non-educational media that is easily accessible to children, inappropriate use of social media, demands to compete in various aspects of life, the need to follow the development of democracy and modernization, pressure to survive the crisis and maintain what has been achieved, and demands to compete at regional, national, and international levels. To overcome these challenges, this study suggests that Islamic education can foster a deep understanding of religion to hone spiritual and emotional intelligence, create useful content in accordance with Islamic teachings by utilizing media that is easily accessible to the wider community, strengthen Islamic education that focuses on developing children's character, provide 21st century skills to survive in the era of democracy and modernization, and prepare reliable educators who are able to innovate and think ahead.

Keywords: Higher Adaptability, Islamic Education, Resilient Generation

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INTRODUCTION

Society 5.0 refers to a human-centered social structure that integrates advanced technologies, where individuals are expected to be proficient in information and communication technology (ICT) and capable of problem-solving using innovations from the 4.0 era. These innovations include the Internet of Things (IoT), big data, and robotics, all designed to enhance human life's efficiency (Fatoni et al., 2024a; Harsono, 2022). In the educational sector, technology of the 5.0 era enables teaching and learning to occur beyond the constraints of space and time, even in the absence of direct teacher

supervision. Students can engage with smart devices or robots designed as learning assistants, either remotely guided by educators or operating independently. This advancement fosters a flexible and effective learning experience, granting students access to quality education anytime and anywhere (M. I. Sari & Rochbani, 2024).

To navigate the era of Society 5.0, individuals need foundational skills in creativity, critical thinking, communication, and collaboration to adapt to the fast-paced advancements in technology and the economy (Mira et al., 2022). This human-centered society is structured to address challenges inherited from the 4.0 era, such as the negative impacts of technology on human behavior and values (Harahap, 2020). Consequently, fostering positive character traits—like empathy, tolerance, and social awareness—is essential, along with encouraging innovation and critical thinking. The primary objective of Society 5.0 is to blend the virtual and real worlds through artificial intelligence (AI), streamlining various aspects of daily life to make them more efficient (Fatoni et al., 2024b).

Education is key to developing a capable millennial generation ready to meet the challenges of Society 5.0. This requires human resources who not only have knowledge but also possess specialized skills to tackle the issues of a rapidly evolving technological era. Education, as a core measure of a society's progress, should receive prioritized attention in development efforts (Azhar, 2022; Bahri, 2022). Educators, beyond imparting knowledge, must also instill character values, ethics, and serve as role models, all of which are vital for students' holistic development. Educational initiatives should prepare students to adapt smoothly to continuous change in a dynamic environment (Haleem et al., 2022; A. R. Sari, 2021; Sartono et al., 2024).

Research by Rezky (2019) highlights the significant role of education in shaping a young generation that is resilient and responsive to digital era changes. However, this study uniquely focuses on identifying the specific challenges and opportunities within Islamic education, particularly in the context of Society 5.0. Such challenges involve equipping students with problem-solving abilities, critical thinking, leadership, collaboration, and emotional management. This study offers a detailed examination of how Islamic education can equip a generation to leverage technological advancements and social changes in the society 5.0.

Recognizing the importance of preparedness to face these challenges and utilize opportunities in the Society 5.0 era forms the rationale behind this research, titled "Preparing a Resilient Generation: Challenges and Opportunities for Islamic Education in Society 5.0." This research aims to identify the various issues or obstacles of the Society 5.0 and to explore potential opportunities that can be harnessed in the educational process, particularly within Islamic education, to foster a resilient generation well-equipped for the society 5.0.

RESEARCH METHODOLOGY

This study uses a qualitative approach with the scoping review method, adapted from the Arksey and O'Malley guide. According to Arksey and O'Malley, a scoping

review is an in-depth and comprehensive literature review method, which involves collecting various sources with various research methods related to the topic being raised. In this scoping review method, several steps are taken, including formulating research questions that are in line with the research objectives, collecting reading sources that are relevant to the topic, and compiling and filtering the literature to suit the research context. The final stage is to compile and report the results of the analysis of the selected literature, so as to provide a comprehensive view of the theme being raised (Widiasih et al., 2020).

This study involved 35 reading sources related to the theme of challenges and opportunities in the era of society 5.0. The sources used consisted of 22 journals, 5 proceedings, and 8 other articles. All sources collected went through the process of editing, organizing, and searching. The initial step in this process is to check the clarity and alignment of meaning from each source, ensuring consistency between sources to provide a deep understanding. Then, the collected data is organized according to the required structure, thus facilitating the analysis process in the context of this research (Wandansari, 2021).

The next stage is to further analyze the results of organizing the data obtained, focusing on the problems that are challenges for society and the opportunities that can be utilized in Islamic education in the 5.0 era. The final step in this research is to draw conclusions through data analysis that highlights similarities of opinion between sources related to the theme. This process aims to provide a comprehensive understanding and draw recommendations regarding the challenges and opportunities in Islamic education in the Society 5.0 era, so that this research can contribute to developing adaptive and relevant education strategies in the future.

RESULT AND DISCUSSION

What is Society 5.0?

Society 5.0 is a concept that describes a society where technology and humans live side by side to achieve a better quality of life. Where all elements of society are encouraged to innovate in order to provide solutions to various social problems (Sugiono, 2020). In the era of Society 5.0, the integration between society and technology can be seen from two main social perspectives, namely materialism and existentialism. For those who are materialistic, technological advances encourage people to pursue wealth to fulfill various needs and desires, where money and assets are indicators of social class. On the other hand, from an existentialist perspective, humans need rationality to organize nature and life. Nature is considered disorderly so that logical thinking is needed to organize it, including creating devices that maintain social order (Nasikin & Khojir, 2021; Rahmawati et al., 2021).

Society 5.0 aims to form a social order that places humans at the center, while improving the economy and welfare of society as a whole. The main goal is to improve the quality of life by paying attention to the needs of society without restrictions on age, language, or access. This order relies on synergy between the virtual and real worlds to create new values and solutions in solving various social problems (Handayani & Astrini,

2020). Society in this era is known as a digital society that has easy access to technology and information, where various knowledge can be accessed instantly through search engines. However, this development raises concerns about the potential loss of character values in real human interactions. As time progresses, new challenges and conflicts may arise in society (Lumintang & Intgan, 2022).

The concept of Society 5.0 places humans as the main source of innovation by utilizing technology to improve the quality of life in various aspects. The Japanese government initiated Society 5.0 as a way to optimize technology to make people's lives easier, although the balance between technological advances and humanitarian aspects remains an important concern. This concept also seeks to maintain a balanced use of technology, not only making life easier but also considering its humanitarian impact. With increasingly sophisticated technology, society needs services that are in accordance with future needs in various sectors, so that technological skills become basic skills needed in various fields of work. (Rojas et al., 2021; Sabri, 2019; Usmaedi, 2021).

In the era of Society 5.0, the mobility and accessibility of society are much higher and more complex than in the previous era. Dependence on technology is increasing, which in turn can reduce human natural abilities. Therefore, some basic skills need to be continuously updated and reactivated so that society continues to adapt to the times. Society 5.0 aims to build a dynamic and optimally functioning community, supported by technology that encourages broad innovation and is able to bridge various social gaps that may occur (Rahmawati et al., 2021).

Facing these potential challenges, quality human resources are needed who are ready to adapt to all conditions. To achieve this, education plays an important role in forming a strong and adaptive generation in the era of Society 5.0 (Saputra & Murdani, 2023). Through education, individuals are nurtured and directed to grow up and achieve a quality of life that is in accordance with their ideals. This educational process also functions to train students to be able to face life's challenges wisely and intelligently (Simanjorang et al., 2023; Wantini et al., 2023).

Education in the Society 5.0 Era, also known as the era of a super intelligent society, aims to build human character in line with technological developments. The educational approach in this era emphasizes rationality, knowledge, and ethics as the main foundations needed to adapt to the latest technology. With the right educational approach, future generations can be prepared to be resilient and able to adapt in an ever-changing environment.

In other words, educators play a very important role in equipping the next generation with skills that are relevant to the digital era. They not only act as transmitters of knowledge, but also as character builders that include morals, ethics, and social skills. Thus, the role of education is not only focused on academic achievement, but also on character formation that is ready to face various challenges in the Society 5.0 era.

Challenges Emerging in the Era of Society 5.0

The rapid changes in society today present various challenges, especially related to the way young people socialize, which is often uncontrolled. The influence of media and

the internet, which are often not educational, exacerbates this problem. Many of the shows consumed by children are of low quality, potentially hindering their intellectual development (Khatijatussalihah & Syahira, 2019). In addition, concerns have arisen regarding the inappropriate use of technology to meet daily needs, along with the increasing trend of teenagers adopting lifestyles that are contrary to societal norms (Saragih et al., 2024).

As society faces these drastic changes, it is important to understand what needs to be prepared to ensure that the next generation is resilient and able to adapt to rapid change. One of the main challenges is to form a generation that is ready to face the future and able to navigate an increasingly complex world. In Islam, the main issues include the rapid development of science and technology, increasing competition in various fields, and the erosion of the value system in community life. These challenges require continuous adaptation of educational models and strategies to keep pace with societal changes (Mas'ula & Hakim, 2023; Tunru, 2018).

Malik Fajar identified three main challenges: maintaining achievement, surviving crises, and remaining competitive in an ever-evolving world. Advances in science and technology present significant challenges for Islamic education, as the younger generation must master these developments to remain relevant. In addition, Islamic education must foster resilience to overcome poverty, ignorance, and social, cultural, and economic decline. These issues underscore the need for education that empowers individuals to thrive in an increasingly complex world (Muid & Magfiroh, 2023; Samrin, 2018).

Furthermore, as we transition to Society 5.0, there is a growing need for literacy in data, technology, and the humanities, alongside skills in communication and design (Pihar, 2022). The role of teachers continues to evolve, as educational technologies such as robots can replace some traditional teaching roles in knowledge transfer, although the role of educators as guides and mentors remains irreplaceable. To succeed in this era, Islamic education must focus on developing students' abilities to think critically, solve problems, and be creative in facing the unique challenges of the 5.0 era (Abduh & Syahlarriyadi, 2023; Rais et al., 2021).

To ensure that the next generation thrives in Society 5.0, it is necessary to improve soft skills, including creativity, innovation, critical thinking, communication, and collaboration. These skills, along with good character, are essential in preparing young people for the future. In addition, educators must be proficient not only in their subjects but also in the use of digital tools and pedagogical strategies that meet the needs of 21st-century learners. In this environment, the focus must be on developing skills that equip students to adapt to rapidly changing circumstances, solve complex problems, and engage globally (Aziz, 2023; Suhadak, 2021).

Opportunities for Islamic Education in Developing the Resilience of the Young Generation

The rapid development of society has opened up opportunities for Islamic education to share valuable knowledge and contribute to the welfare of the broader community. Islamic education should aim to nurture a generation that is not only knowledgeable and

technologically skilled but also faithful and morally upright. It plays a crucial role in shaping students' personalities based on Islamic values, preparing them to face future challenges with noble character (Samrin, 2018). As a medium for transmitting both knowledge and moral values, Islamic education is expected to guide human behavior according to Islamic teachings, ensuring it remains aligned with ethical standards (Guna et al., 2024). To respond effectively to the demands of society 5.0, Islamic education must address issues like educational access, teacher training in digital skills, and curriculum development to better align with technological advancements and industry needs (Kinanti, 2021).

To ensure the next generation's resilience, it is essential to foster a generation that competes, collaborates, innovates, and continuously improves (Rais et al., 2021). This requires a reform in Islamic education that emphasizes true piety, beyond mere compliance with rituals, and addresses the challenges posed by increased competition in life. Additionally, Islamic education must promote tolerance, problem-solving, and the development of a generation capable of interacting on a global scale. Some key strategies to adapt Islamic education to the needs of society 5.0 include cultivating a disruptive mindset, promoting self-driven attitudes, and embracing technological tools. This approach can reshape Islamic education, ensuring its relevance and survival amid technological advancements (Suhadak, 2021; Sukmawati, 2023).

Creating a resilient generation requires collaboration among the government, educators, parents, and society at large. Qualified human resources in education are crucial for ensuring that educators utilize technological advancements to impart moral values and foster intellectual, emotional, and spiritual development. This holistic approach will help the younger generation not only master technology but also develop strong mental resilience. Advances in information technology can support Islamic education by providing access to beneficial content, countering misinformation, and promoting Islamic knowledge that aligns with real-world needs. By combining a modern curriculum, technological innovations, and strong educational resources, Islamic education can help build a generation that excels in both 21st-century skills and moral integrity, fulfilling the role of being a "rahmatan lil 'alamin" (a blessing to all humanity).

The results of the study show that mastery of technology by the younger generation is a major factor in creating a resilient generation, in line with Pihar's (2022) view which emphasizes the importance of technological literacy as a primary skill in the 5.0 era. In addition, this study also reveals the importance of character education, which focuses not only on intellectual development but also on strengthening moral and social values. This finding is in line with the theory put forward by Sukmawati (2023), which states that Islamic education must be able to produce a generation that is not only intelligent but also has noble morals and is able to adapt to changing times.

CONCLUSION

The rapid advancements of the Society 5.0 era have brought about a range of challenges and opportunities for Islamic education in nurturing a resilient young

generation. The emerging issues include moral degradation, the erosion of Islamic values in youth social interactions, the proliferation of non-educational media, misuse of social media, intensified competition, demands for adaptability amidst rapid changes, and the urgent need to master new technologies. These challenges call for strategic responses from Islamic education, such as promoting religious understanding to nurture spiritual and emotional intelligence, curating content based on Islamic teachings to counter harmful media influences, focusing on character development and social media ethics, and equipping students with 21st-century skills for global competition. Strengthening mental and spiritual resilience through Islamic values, preparing innovative educators, and fostering skills like critical thinking, creativity, and effective communication are also key strategies. Furthermore, technological advancements present an opportunity for Islamic education to spread beneficial knowledge, cultivating a generation that is skilled, knowledgeable, and faithful. The effective integration of these strategies will help shape a young generation that excels both in modern competencies and Islamic character. For future research, it would be beneficial to conduct a more in-depth analysis of the practical implementation of the strategies suggested for Islamic education in the Society 5.0.

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