STRATEGY ISLAMIC EDUCATION IN INDONESIA FACING THE ERA OF SOCIETY

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ABSTRACT

Abstract: Islamic education today faces challenges in welcoming the era of society 5.0. The challenge in the era of Society 5.0 is to focus on increasing human resources because the era of Society 5.0 places humans as the main component. To always exist and be able to face the era of society, the management of Islamic education is very important. This research is a literature study that interprets data by descriptive analysis. This study aims to see and examine the problems and challenges as well as the strategies used in the management of Islamic education to face the era of society 5.0. The results of the study show that the problems and challenges of Islamic education management related to human resources are still lacking in sufficient resources and there are main competencies that must be owned by individuals, namely: creativity, critical thinking, communication, and collaboration. The Islamic education management strategy in facing the era of society 5.0 is by preparing human resources who have digital capabilities and are innovative and creative thinkers; changing paradigm educational institutions; as well as preparing leaders of educational institutions who have a leadership spirit and can collaborate so that the demands for life skills in the 21st century are met.

Keywords: Islamic Education; Indonesia; Era Society

Introduction

Islamic religious education must be able to compete amid changing times. Several problems exist in Islamic religious education. First, human resources are inadequate. Second, many teachers are elderly. Third, the infrastructure is incomplete. Fourth, the teaching methodology of Islam runs in a conventional-traditional way. In addition to the four problems described above, three factors cause Islamic religious education to often receive sharp criticism. First, the development of science and technology is not accompanied by the development of Islamic religious education. It can be said that the response of Islamic religious education to science and technology is slow. Second, there is a grouping of knowledge, between religious knowledge and general science. Third, there are differences in views among education policymakers.

Indonesia is currently in the era of the industrial revolution 4.0, where many breakthroughs have been made and the speed of science and technology has increased. The world must be equipped to face various problems (Irawan, 2019). Furthermore, civilization has entered a new era known as Society 5.0, where humans are the driving force of science, technology, and inventions that developed in the 4.0 era. As a result, in society 5.0, the Indonesian people must be mentally prepared to face all challenges (Wahyudi, 2021).

The development of the era of society 5.0 is a challenge for world education currently including Islamic Education. Shifts and changes in educational patterns are a reality that are happening at the moment. This is due based on the time-to-time demands and human needs are constantly changing. The era of Society 5.0 has had an impact on all aspects of human life, including the aspect of education. This era is characterized by increasingly central roles of technology in human life (Umrah 2021). The role of technology in science and sophisticated technology Modern technology has enabled humans to build sophisticated, colorful, and dynamic civilizations as well as to make traditions of human life in various fields very effective and efficient for mankind in general and Muslims in particular.

Muslims currently live in a modern era full of challenges. To seize opportunities in this day and age, Muslims must compete in terms of superior knowledge, abilities, and experience (Manik, 2016). Community creativity and innovation continue to develop along with the progress of time and science (Damanhuri et al., 2013).

Advances in science and technology have significantly impacted various aspects of life (Sanusi, 2019). And with all the obstacles in people's lives that are so complicated, so is education, in the face of challenges that are so complex, to overcome these obstacles. Education, especially Islamic Education, plays an important role in overcoming these obstacles. Islamic educational institutions are certainly faced with various problems that must be overcome so that the goals of Islamic education can be realized optimally. The problems faced by Islamic educational institutions can be seen from the vision and mission of Islamic educational institutions, learning, graduate competence, educational and educational staff, facilities and infrastructure, and curriculum (Julaeha, 2019). Therefore, in the era of society 5.0, education has a vital role.

Education in the era of society 5.0 plays an important role in improving the quality of human resources. The importance of preparing young people who are ready to face the era of society 5.0, which is a solution and response to the impact of the emergence of revolution 4.0, which has resulted in various innovations in industry and society as a whole, as well as disruption marked by a world full of turmoil, uncertainty, complexity and ambiguity (Kholili, 2021). Society 5.0 anticipates the disruption brought about by the fourth industrial revolution, which can create complex and ambiguous uncertainties. It is feared that it will also erode the values of human character that have been preserved so far (Resufle & Rofiki, 2022).

Apart from education, several other elements and stakeholders will play a role in ushering in the upcoming era of Society 5.0, including the government, community organizations, and the whole community. As a result, Muslims, especially Muslim scientists, educators, intellectuals, and thinkers, cannot have a reason to ignore all scientific disciplines, especially science and technology, because the negative impacts of globalization and environmental disasters in this millennium require a religion that continuously educates and educates. teaches peace, justice, and prosperity. Likewise, we all know that the internal challenges of Islamic education, both institutionally and scientifically, are still constrained by classical problems. unresolved issues, ranging from management, teaching staff, and funding sources to infrastructure and curriculum (Tabrani ZA, 2009) This is certainly a challenge in the current era, especially in education, including Islamic education. A teacher must prepare himself to face increasingly complex challenges. The complexity of these challenges requires adequate skills between teachers and all members of the surrounding community because education is an inseparable part of human life (Hidayati, 2016). Education is one of the necessities of life, one of the functions of social development and growth is to prepare and shape the daily life of the surrounding community. This educational function can be carried out through informal and non-formal education (Jakaria Umro, 2020).

The success of managing Islamic education will be determined by the administration and components supporting the implementation of activities, such as curriculum, students, financing, staff, facilities, and infrastructure. All of these elements are needed so that Islamic education management can achieve its goals, meaning that none is more important than the other because each component works together and makes a significant contribution to achieving the goals of Islamic education management. Therefore, the management of Islamic education must be a solution for an educational process that will produce graduates or alumni who have morals, knowledge, and character and have global competitiveness who are ready to become citizens of the world and able to take part in society with the knowledge and abilities they have without having to leave his identity (Resufle & Rofiki, 2022).

The management of Islamic education in dealing with Society 5.0 has been widely discussed by several researchers from various perspectives; among the papers on the management of Islamic education in society 5.0, namely in his research: (Rahman & Husin, 2022), which examines how Islamic education management strategies, especially Islamic boarding schools, face challenges in society 5.0, this article discusses specifically how Islamic education is managed in Rashidiya Khalidiyah Amuntai Islamic Boarding School faces the challenges of society 5.0 and makes this an opportunity as a form of progress for pesantren, the role of students in innovating and being creative so that they are able to produce something new. Likewise, research (Putra, 2019) says that the challenges of Islamic education are so complete in facing society 5.0 which is increasingly being echoed by the Japanese government; of course this will have an impact and influence in Indonesia. In this case, Islamic education must face the challenges that occur

and have the main capabilities of every component of society and Islamic education. Therefore, quality Islamic education and the ability to master technology are needed.

Based on the background described above, this study tries to discuss the problems of Islamic Education Management, challenges and strategies in dealing with society 5.0. It is hoped that this research can provide additional knowledge and become the basis for further research related to the management of Islamic Education and society 5.0

Research Method

This study uses library research methods. The author uses reference sources that are considered relevant to the topic or problem case which will be used as a reference or study material in the form of relevant theories and research results that support the problems studied, including literature on Islamic education management, globalization, and society 5.0. The literature study interprets the data in a descriptive analysis. The literature used in this study comes from articles, books, and online journals related to the title of the study. The steps taken in this literature review include defining the scope of the topic to be reviewed, identifying relevant sources, reviewing the literature, writing the literature and applying the literature to the study to be conducted. After the data is collected and organized, the literature study will discuss and analyze the information. Descriptive analysis methods are used in this study to describe the management of Islamic education, challenges, and strategies in Society 5.0. The procedure steps begin with data collection, data analysis, and conclusion.

Result And Discussion

Society 5.0

Society 5.0 can be interpreted as a concept of human-centered society (*human-centered*) and technology-based (*technology based*). Examples of applications that will be implemented by the Japanese government with the concept of a new civilization. This concept was born as a development of the industrial revolution 4.0 which is considered to have the potential to degrade the role of humans (Putra, 2019)

Society 5.0 will require a rich imagination to identify the diversity of needs and challenges that are spread across society and scenarios to solve them, as well as creativity to realize solutions leveraging technology and digital data. The combination of digital transformation with the imagination and creativity of diverse people will facilitate not only problem solving but also value creation leading to a brighter future.

Society 5.0 will make people creative, where digital transformation combines with the imagination and creativity of diverse people to solve social problems and create value. In Society 5.0, humans will exercise imagination not only for themselves, but also for nature and technology to seek ways of achieving symbiosis with them to enable sustainable development. It is a concept that can contribute to achieving the Sustainable Development Goals (SDGs) adopted by the United Nations

Society 5.0 is characterized by problem solving and value creation, diversity, decentralization, resilience, and environmental sustainability and harmony. The goal is

to create a society where everyone can create value anytime, anywhere, in safety and harmony with nature, and free from the constraints that exist today.

This transformation will help people to live a more meaningful life. Through *Society 5.0*, artificial intelligence (*artificial intelligence*) which pays attention to the human side will transform millions of data collected through the internet in all areas of life (*the Internet of Things*). Of course it is hoped, will become a new wisdom in the social order. It is undeniable, this transformation will help humans to live a more meaningful life. In Society 5.0, it also emphasizes the need to balance economic achievements with solving social problems. According to an article written by Mayumi Fukuyama (general manager and chief information officer of the Technology Management Center, Technology Strategy Office, Research & Development Group, Hitachi, Ltd.) entitled "Society 5.0: Aiming for Human-Centered Society", *goals* what society 5.0 wants to achieve is to strike a balance between economic growth and solving problems in society.

Islamic Education Management Review

Society 5.0 is a neutralization of the challenges created in the industrial era 4.0. which resulted in industrialization and innovation. In Era 4.0 there was disruption in various sectors and activities of human life, including in the fields of science and technology and education. In the era of 5.0, digital technology is applied to human life. A supportive educational climate is needed to face this era society 5.0.. In the context of learning students must be more accustomed and emphasized to think critically, constructively and innovatively so that later the knowledge conveyed can actually be applied in concrete everyday life and can solve an existing problem by using knowledge and skills as a the output form of the learning that is obtained by students at school (Jakaria Umro, 2020).

Management in the world of education is a critical process. Management comes from the Latin manus which means hand and agere which means to do; These words are combined into the verb manage which means to handle, then translated into English into management which comes from the word to manage which is a synonym for hand and means to *care of, control* and guide which means to lead (Resufle & Rofiki, 2022). Management is the art of planning, managing, directing, and controlling people and resources to achieve predetermined goals (Mu`tafi, 2020). Islamic education management is defined as a series of activities which include planning, organizing, actuating, supervising and developing all efforts to regulate and utilize human resources, facilities and infrastructure to achieve the goals of Islamic educational institutions based on Islamic values. In other words, management of Islamic education is the use of various management functions to manage Islamic educational institutions (Nst, 2018).

The management of Islamic education will usually utilize all the resources owned by Muslims and carry out effective, efficient and productive cooperation between human beings to achieve the goals of happiness and prosperity in the world and the hereafter.

Education management has a very broad scope, covering all educational activities throughout the world, while Islamic education management focuses more on the methods used in the development of Islamic education (Purnomo, 2020).

Based on this description it can be concluded that Islamic education management is a process of utilizing all aspects of resources with the help of other people who have the same goals and can be invited to collaborate to achieve them effectively, efficiently and productively. And that Islamic education is a trans-internalization process of values. Islamic values to students with the aim of achieving happiness and prosperity in the hereafter.

Problems and Challenges of Management of Islamic Education in Society 5.0
Globalization is no stranger to the ears of our society and is known in everyday life. Globalization is also often translated into a picture of an advanced civilization and a dream in human life. Globalization is a phenomenon that occurs anytime and anywhere and spreads rapidly throughout the world in ideas, information, production, development, knowledge, learning, crime and so on (Mighfar, 2018). Ease of transformation and communication has become a characteristic in the field of technology that we can reach anytime and anywhere. In other words, it can be described that the world today is a world that is free from the boundaries of space and time which are not obstacles in various situations (Tidjani, 2017).

The problems faced by our education include: first, the management of education in the past which put too much emphasis on the cognitive dimension and ignored other dimensions, in fact gave birth to Indonesian people with split personalities. An example is on the one hand how religious life physically develops very happily in all levels of society, but on the other hand it can also be how much society contradicts the teachings of the religion it adheres to. Second, in the past education was centralized (Putra, 2019). The challenge faced by Islamic education in facing the era of society 5.0 is the unavailability of adequate resources in the world of education such as teachers, lecturers and other education personnel. In facing the challenges of Islamic education which are so complex in facing the 5.0 era which is increasingly being echoed in Japan which will certainly have an impact and influence on Indonesia.

Therefore Islamic education must be able to face the challenges that will be faced. In addition, Islamic education must also have the main capabilities that must be possessed by every component of society and Islamic education. The three abilities that must be owned by each individual are expected to be able to solve problems faced in society and in the world of education, especially Islamic education. Islamic education must be able to face the challenges posed by the emergence of the era*society* 5.0 which inevitably will be faced. Therefore, each individual component must be able to solve various problems encountered. must be able to defend and deal with various crisis attacks (Putra, 2019)

The challenge of managing Islamic education in society 5.0 is human resources. This is because society 5.0 places humans as its main component. According to Wardhana, society 5.0 requires every individual to have three main abilities: creativity, critical thinking, communication and collaboration. In addition, human resources must have basic digital technology skills and a creative mindset because competency requirements focus on problem solving, collaboration, critical thinking, and creative abilities (Resufle & Rofiki, 2022). in (Novrizaldi, 2021). There are several problems faced by the management of Islamic education in preparing for society 5.0 (Putra, 2019), including the lack of adequate resources in the world of education, such as teachers, lecturers and other education personnel. As a result, a teacher must be able to face all future challenges which will reduce the value of Islamic education in the eyes of society because Islamic education is considered to be unable to meet the needs of science and technology that are developing in Indonesia (Afida et al., 2021). Furthermore, the lack of facilities and infrastructure, both in terms of buildings, learning media, and technology is an obstacle to Islamic education in society 5.0 (Zaeni, Fauyan, and Fadhilah 2018). If HR does not have quality, how can it be possible to become a driver of technology and science in this era of society 5.0, while in this era of society 5.0 it is more focused on humans who are able to use technology well. In forming the character of quality human resources, religious education is needed as an inculcation of good morals by increasing spirituality and prioritizing the quality of life in the world (Dacholfany, 2015).

The educational step needed to answer all the challenges of society 5.0, all the challenges of society 5.0, is the need for life skills in the 21st century, which is also called 4C (Creativity, Critical Thinking, Communication, and Collaboration), which in this case means that teachers are expected to get creative. Teach, educate, inspire, and be a good role model for their students.

Competently, when we adapt to society 5.0, the generation that is termed baby boomers is where many births of achievements have occurred so that the transformation of human civilization has taken place from several generations, starting from generation X to generation ÿ (Wicaksono et al., 2021).

Islamic Education Management Strategy in the Challenges of Society 5.0
Problems and obstacles will arise due to the entry of society 5.0, thus requiring mental preparation from educational institutions, especially those engaged in Islamic education. This era ushered in a new era of increasingly inventive and disruptive systems. This leaves two options: change or lose; This situation cannot be avoided, and various solutions have been made to balance the current civilization of society 5.0 (Rahman & Husin, 2022). Many problems, challenges and changes will occur, so that what must be done by the education unit as the main gate is to prepare superior human resources in this 5.0 society. The Japanese government introduced society 5.0 itself in 2019 in anticipation of disruption due to the industrial revolution 4.0 which created complex

uncertainties; the invasion is feared to erode the values of human character that have been maintained so far.

In facing society 5.0, the world of education plays an important role in improving the quality of human resources. In addition to the management of Islamic education, there are several elements and high officials who carry out essential functions. For example, community organizations, government, and the whole society are also participating in welcoming the upcoming society 5.0. In facing these challenges, Islamic education management must improve and use the right strategy so that it is ready to face the invasion of society 5.0. There are two main things that must be done to face society 5.0, namely adapting and we also need to be competent, when we adapt by knowing the developments of the next generation. society 5.0 The generation that is termed baby boomers is where many births of achievements occurred until the transformation of human civilization occurred from several generations starting from generation X to generation ÿ (Wicaksono et al., 2021).

In the world of education, the steps needed to answer all the challenges of society 5.0 are the need for life skills in the 21st century which are also called 4C (Creativity, Critical Thinking, Communication, and Collaboration), which in this case means that teachers are expected to be creative. Teach, educate, inspire, and be a good role model for their students.

Several strategies can be carried out by management of Islamic education in facing the challenges of society 5.0, especially in terms of human resources who work as teachers; they must have digital skills and be innovative thinkers. Teachers must be more imaginative and dynamic in class in society 5.0, then utilize technology for teaching and learning activities (Rahayu, 2021). As a result, a teacher must be able to face the obstacles that will arise. Furthermore, teachers must have the main talents needed to overcome these problems (Siswati, 2018). In addition, teachers have an important role in forming the character and values that Indonesian people must have (Novrizaldi, 2021.)

In facing society 5.0, the world of education plays an important role in improving the quality of human resources. In addition to the management of Islamic education, there are several elements and high officials who carry out essential functions. For example, community organizations, government, and the whole society are also participating in welcoming the upcoming society 5.0. In facing these challenges, the management of Islamic education must improve and use the right strategy so that it is ready to face the onslaught of society 5.0. the value of Islamic education in the eyes of society because Islamic education is considered to be unable to fulfill the science and technology that is developing in Indonesia (Afida et al., 2021).

Teachers in society 5.0 must be prominent teachers who put their students first. It means making changes for students, acting without being asked, continuing to innovate, and

siding with students. Many parties question the role of the teacher considering that this change seems to be replaced by technology (Nastiti & Abdu, 2020). The big data technology collected by the Internet of Things (IoT) is transformed by Artificial Intelligence into something that can help people make their lives better in society 5.0. Health, government, transportation, agriculture, industry, and education will all be affected by society 5.0 (Utami et al., 2022). Teachers as individuals who deal directly with students must be able to develop abilities in learning which include knowledge, skills, attitudes, and values. Knowledge and skills are closely related to student competence, while attitudes and values are related to the formation of student character. Students must master these four competencies through interactions obtained in their lives at school (with teachers and friends), at home (with parents and family), and in the environment.

Islamic educational institutions must also change their educational paradigm to respond to the challenges of society 5.0. To measure the integrity of the education curriculum in Indonesia, especially Islamic education, specifically the teacher as a facilitator, the teacher as an inspiration, and a role model for the growth of student and tutor creativity who can motivate each student to continue learning (Nurdiana, 2021). Likewise, a technology-based national education system and adequate infrastructure are needed to create good schools (Herawati et al., 2020). In addition, a leader who has a leadership spirit and can manage Islamic education well, and collaborates with the government and the surrounding environment is also needed to realize school activities and learning activities.

Meanwhile, to improve human resources, both school principals, teachers and related parties need to carry out further coaching and learning both at the local and international levels so that from this learning and coaching they are able to answer the challenges the industrial world is currently facing. society 5.0. In today's society 5.0, of course, with the development of an increasingly advanced era and increasingly providing new hope for society, where people are faced with technology that can access virtual spaces such as physical space and technology in a big data-based society. as well as robots that are used to support and assist human work, the impact of technology is that it can cause social, language, age and all special needs that are designed to meet individual needs, in the world of education the student learning process is directly confronted with robots that are designed to replace the teacher or even remotely controlled. Away from the institution, the teaching and learning process can occur anytime and from anywhere. In the 20th century, education focused on information based on book sources. The focus is only on local and national areas, whereas in the current era education is more focused on all ages where every child becomes part of the community from learning that comes from various sources, not only from books but also from the internet, of course, can not be separated from from technology and information platforms, for example in our own country, Indonesia, which in this case means freedom of learning in facing society 5.0, at least requires six basic literacy skills, namely the ability to read, analyze and use

information or big data in the digital world, then literacy technology, understanding how machines and applications work. technology, namely coding, artificial intelligence, machine learning, engineering principles, bitech, and finally human literacy namely humanities, communication, and design.

Islamic religious education must have changes and updates to all aspects to welcome the era society 5.0 as a way out for education Islamic religion can still be accepted in the midst of the times. To realize Islamic religious education that is contextual to the times. At least, there are three steps that must be taken by Islamic religious education in this era *society* 5.0 this. As expressed by Rhenald Kasali in his book which title*Disruption (2018),* These steps include:

a. Disruptive Mindset**,** Mindset is how humans think which is determined by setting that we make before thinking and acting. Islamic religious education today are in the fast-paced digital era, high mobility, access to information become a primary need for everyone.Mind set this needs to be developed by the educational actors, especially in Islamic religious education so as not to be impressed Islamic religious education is always left behind. In addition, today's society is demanding urgency and real-time, demands innovation and creativity in learning.

b. Self-Driving**,** An organization that is agile and dynamic in adapting to navigate the ocean of disruption is an organization that has HR (Human Resources) with a good driver mentality (good drivers) and is not a passenger (passenger). A mentally good driver will want to open up, quickly and accurately read the situation, integrity, and agile in action. Be aware of all bad possibilities, and be able to work effectively, innovatively, and efficiently. These abilities are needed in Islamic religious education.

c. Reshape or Create, There is a genealogy of thought that is popular among Muslims which is still held firmly today. The genealogy is "holding on the good old and taking the new better." There is a modifying process in Islamic religious education in the era society 5.0 is what is expected to maintain its existence so as not to be left behind with the times.

In addition to the three things mentioned above, there are several things that can be done to maintain the existence of Islamic religious education and global future trends that will face the era of revolution society 5.0. So that Islamic religious education can continue to survive in the midst of the times, especially in the face of the era of society 5.0 *First*, must be able to take advantage of technological means. *Second*, Muslims must continuously improve qualified human resources in science and technology and imtaq simultaneously towards spiritual, moral and intellectual solidity. *Third*, process modernization is something that is necessary for the overhaul of the Islamic education system starting from the paradigm, concept framework, and evaluation. Basically, all the academic community of the Islamic education system must have a sense *of development* to a better direction. Until the existing educational institutions become a harmonious future laboratory.

Islamic religious education learning innovations that are carried out are First, HOTS abilities in the learning process. HOTS (Higher, Order, Thinking, Skills) is the ability to solve complex problems, think critically and creativity. The application of HOTS can be done by introducing the real world to students with existing problems. Such as environmental and health issues as well as the utilization of science and technology. so that students hope to be able to analyze and solve the problem. *Second*, Orientation updates futuristic learning, introducing learning that is not only about mastery material but also needs to link related to utilization for progress in society 5.0. Futuristic learning begins to apply a combination of the virtual world with the real world known as augmented *Reality*. Learning Islamic religious education prioritizes the role of students as the main actors although there are many sophisticated and futuristic media, in the end, learning futuristic will boil down to how to train and familiarize students to be independent in learning. *Third*, the Selection of the right learning model. To make room for students to discover the concept of knowledge and creativity. Educators may choose a variety of learning models such as discovery *learning*, *project-based learning*, *problem-based learning*, and inquiry *learning*. These various models encourage students to develop creativity and critical thinking. *Fourth*, developing the competence of teachers and lecturers. Competence in the realm of Cognitive, affective, and psychomotor teachers/lecturers also needs to be improved so that they are capable of adapting to Industry 4.0 and Society 5.0. equipped with scientific insight, attitude, and skills are characteristics in preparing for society 5.0. *Fifth*, the provision of appropriate futuristic facilities and infrastructure as well as learning resources needed in the form of IT-based smart buildings in the form of classrooms, libraries, and laboratories supported by Internet of Things (IoT) and Artificial Intelligence (AI) facilities that support learning resources and learning media for students.

Conclusion

From the description above, the author concludes that the phenomenon of concurrent positions is not expressly prohibited or permitted by the Law. Given the importance of the responsibilities and roles of the Board of Directors and Board of Commissioners, it is necessary to include a ban on concurrent positions in the Company Regulations, Articles of Association, and Code of Ethics and Business Conduct. Company policy. Compliance with the code of ethics and business conduct is intended to ensure that all stakeholders comply with and implement all company policies. However, the provision regarding the prohibition of concurrent positions can be found in Law No. 5 of 1999, especially in Article 26, which only prohibits concurrent positions if the companies in which the directors serve are not in the same relevant market; or; have a close relationship in the field and / or type of business; or jointly can control the market share of certain goods and/or services, which can lead to monopolistic practices and/or unfair business competition."

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