Management of Islamic Education in the Challenges of Society 5.0

Abdullah Haq Reshufle[1], Moh. Rofiki[2]✉
Universitas Nurul Jadid Paiton Probolinggo, Indonesia[1,2]
E-mail : haqabdullah952@gmail.com[1], mohrofiki1984@gmail.com[2]

Abstrak

Dewasa ini, pendidikan Islam dihadapkan dengan tantangan dalam menyongsong era society 5.0. Tantangan yang lebih memfokuskan pada peningkatakan sumber daya manusia karena era society 5.0 menempatkan manusia sebagai komponen utama. Oleh sebab itu, sangat penting dalam pengelolaan pendidikan islam agar senantiasa eksis dan dapat menghadapi tantangan era society 5.0. penelitian ini merupakan studi literatur yang menginterpretasikan data secara deskripsi analisis. Penelitian ini bertujuan untuk melihat dan mengkaji problematika dan tantangan serta strategi yang digunakan manajemen pendidikan islam dalam menghadapi era society 5.0. hasil penelitian menunjukkan bahwa problematika dan tantangan manajemen pendidikan islam terkait dengan sumberdaya manusia adalah masih kurangnya sumber daya yang memadai dan terdapatnya kompetensi utama yang harus dimiliki oleh individu yaitu: *creativity, critical thinking, communication* dan *collaboration*. Strategi manajemen pendidikan islam dalam menghadapi era society 5.0 yaitu dengan menyiapkan sumber daya manusia yang mempunyai kemampuan digital dan pemikir inovatif dan kreatif; mengubah pradigma lembaga pendidikan; serta menyiapkan pemimpin lembaga pendidikan yang mempunyai jiwa kepemimpinan dan mampu berkolaborasi sehingga tuntutan akan kebutuhan kecakapan hidup di abad 21 tercapai.
Kata Kunci: manajemen, pendidikan islam, era society 5.0, globalisasi.

Abstract

Today, Islamic education is faced with challenges in welcoming the society 5.0. The challenge is to focus more on improving human resources because the society 5.0 places humans as the main component. Therefore, it is very important in the management of Islamic education to always exist and face the challenges of the society 5.0. This research is a literature study that interprets the data in a descriptive analysis. This study aims to see and examine the problems and challenges and the strategies used by Islamic education management in facing the society 5.0. The study results show that the problems and challenges of Islamic education management related to human resources are the lack of adequate resources and the main competencies that individuals must possess, namely: creativity, critical thinking, communication, and collaboration. The Islamic education management strategy in facing the society 5.0 is to prepare human resources who have digital abilities and are innovative and creative thinkers; change the paradigm of educational institutions, and prepare leaders of educational institutions who have leadership qualities and can collaborate so that the demands for life skills needs in the 21st century are achieved.
Keywords: management, Islamic education, society 5.0, globalization.

INTRODUCTION

The Industrial Revolution was a significant technological change that affected other fields. The introduction of the steam engine in 1750 began the era of the industrial revolution, which is often known as the Industrial Revolution 1.0 (Anwar, 2019). The industrial revolution 2.0 started when there was a change from steam engines to machines that used electric power. Meanwhile, the industrial revolution 3.0 began when the production process used machines that we're able to move and could be controlled (Rahayu, 2021). Then came the fourth industrial revolution, when the system was directed to digital form with the help of networks (Marsudi & Widjaja, 2019).

Muslims today live in a modern era that is full of obstacles. In this day and age, Muslims have to compete in terms of the superiority of knowledge, ability, and experience to seize the opportunities (Manik, 2016). With the development of the current era, people continue to make various innovations and creativity (Damanhuri, Mujahidin, & Hafidhuddin, 2013). It is believed that our country, 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 is increasing. Of course, the world must be equipped to face various problems (Irawan, 2019, Rofiki, 2019). Furthermore, civilization has entered a new era known as the 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 the society 5.0, the Indonesian nation must be mentally prepared to face all challenges (Wahyudi, 2021).

Advances in science and technology significantly impact various aspects of life (Sanusi, 2019). And with all the obstacles in people's lives that are so complicated, so does education, in the face of such complex challenges, to overcome these obstacles. Education, especially Islamic education, plays a vital role in overcoming these obstacles. Of course, Islamic educational institutions are faced with various problems that must be overcome so that the goals of Islamic education can be fully realized. The issues faced by Islamic education institutions can be seen in the vision and mission of Islamic education institutions, learning, graduate competencies, education and teaching staff, facilities and infrastructure, and curriculum (Julaeha, 2019).

The twenty-first century is marked by a disruption in the development of accelerated technology; thus, we realize the importance of preparing a human generation that is ready to face the 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 characterized by a world of turmoil, uncertainty, complexity, and ambiguity (Kholili, 2021).

Big data obtained by the Internet of Things, which can then be used to help people improve their standard of living for the better (Rahayu, 2021), with the support of the integrity of the natural and virtual environment, will, of course, have a significant impact on all aspects of life (Masyithoh, Bintari, & Pratiwi, 2021). The society 5.0 anticipates the disturbances generated by the fourth industrial revolution, which can lead to complex and ambiguous uncertainty. It is feared that it will also erode the values of human character that have been preserved so far.

In the society 5.0, education plays an essential role in improving the quality of human resources. Education aims to create an intelligent, characterized, and humane society (Novrizaldi, 2021). In addition to 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 entire community. As a result, Muslims, especially Muslim scientists, educators, scholars, and thinkers, cannot have a reason to ignore all disciplines, especially science and technology, because the negative impact of globalization and environmental disasters in this millennium requires a religion that continually educates and teaches towards peace, justice, and welfare. Likewise, we all know that the internal challenges of Islamic education, both institutionally and scientifically, are still constrained by unresolved classic problems, from management, educators, and funding sources to infrastructure and curriculum (ZA, 2009). This is undoubtedly 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 capabilities among teachers and all surrounding community members 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 (Umro, 2020).

The success of Islamic education management will be determined by the administration and components supporting the implementation of activities, such as curriculum, students, financing, implementing staff, facilities and infrastructure. These elements are all necessary for the management of Islamic education to achieve its goals, which means that none is more important than the other because each component cooperates with the others and makes a significant contribution to the achievement of the objectives of Islamic education management. Therefore, Islamic education management must be a solution for an educational process that will produce a graduate or alumni who has character, knowledge, and character and has global competition which is ready to become a citizen of the world and able to take part in society with the knowledge and abilities possessed without having to leave his identity.

Management of Islamic education in facing the society 5.0 has been widely discussed by several researchers from various points of view; among the papers concerning the management of Islamic education in the society 5.0, namely in his research: (Rahman & Husin, 2022), which examines how Islamic education management strategies especially Islamic boarding schools in facing challenges in the society 5.0, in this article discusses specifically how the management of Islamic education is carried out at the Rasyidiyah Khalidiyah Amunti Islamic Boarding School is facing the challenges of the society 5.0 and makes this an opportunity as a form of pesantren progress, the role of santri in innovating and be creative to be 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 the Japanese government is increasingly echoing; 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 and its challenges and strategies in dealing with the society 5.0. It is hoped that this research will provide additional knowledge and serve as a basis for further research related to Islamic education management and the society 5.0.

METHOD

This study uses a literature study method, where references or literature searches form relevant theories and research results supporting the problems being studied, including literature on Islamic education management, globalization, and the society 5.0. The literature study interprets the data in descriptive analysis. Many references or literature are obtained from research results published in national or international journals, articles, books, and websites and are relevant to the discussion. After the data is collected and organized, a literature study will discuss and analyze the information. The descriptive analysis method is used in this study to describe the management of Islamic education in the society 5.0. The procedure steps start with data collection, data analysis, and concluding.

RESULTS AND DISCUSSIONS

Management of Islamic Education Review

In the world of education, management is a critical process. Management comes from the Latin manus, which means hand, and agere, which means to do; These words are combined to form the verb manage, which means to handle, and then translated into English as management, which comes from the word to manage, which is a synonym for hand and means to take care of, control and guide which means to lead (Singgih, 2020, Moh Rofiki & Munawaroh, 2021). Management is the art of planning, organizing, directing, and controlling humans and resources to achieve predetermined goals (Mu`tafi, 2020, M Rofiki & Hasanah, 2021) (Mu`tafi, 2020).

Management of Islamic education is defined as a series of activities that include planning, organizing, motivating, monitoring, and developing all efforts to regulate and empower human resources, facilities, and infrastructure to achieve the goals of Islamic educational institutions, which are founded on Islamic values. In other words, management of Islamic education is the use of various management functions to manage Islamic educational institutions (Hermanto Nst, 2018).

According to Ramayulis, management of Islamic education utilizes all resources owned by Muslims, such as examples of Islamic educational institutions or others. This is achieved through effective, efficient, and productive cooperation between humans to achieve goals, prosperity, and happiness in this world and the hereafter (Rouf, 2015). Education management is broader in scope, covering all educational activities worldwide, while Islamic education management focuses more on the methods used in the development of Islamic education (Singgih, 2020).

Based on this description, it can be concluded that managemen of Islamic education t 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 process of trans internalization of values. Islamic values to students with the aim of achieving happiness and prosperity in the hereafter.

Society 5.0 Review

Society 5.0 is a human-centered and technology-based concept of society. Society 5.0 is a Japanese concept for a people-centered technology-based society. This idea emerged as a result of the Fourth Industrial Revolution, which was considered to have the potential to reduce the role of humans. Artificial intelligence will transform big data collected through the internet in all areas of life (Internet of Things) into new wisdom dedicated to enhancing human capabilities and opening up new opportunities for humanity through society 5.0. Humans will be able to live a more meaningful life due to the transformation (Putra, 2019).

Not only that but this concept is also supported by considerations of the humanities aspect, resulting in the idea of balance in technology implementation. Various future services in multiple sectors are also needed to create a society defined as an intelligent society. This can be achieved by having strong technological capabilities and talented human resources in their respective fields to carry out their profession digitally while contributing to better and more accessible services for the surrounding community (Hastanti & Khusna, 2020). Industry 4.0 has become a goal in technological developments in various sectors and regions, as well as human aspects that are often uncontrollable (Yunas, 2020).

Society 5.0 is a pioneer of the idea of a new hope that can solve problems that arise but requires a lot of development, especially in terms of technology, to usher in the society 5.0. In addition to carrying out a large-scale revolution, sufficient capital is also required. In this case, the quality of human resources is essential in forming an integrated system that meets the requirements. If all the resources are available, turning the world into society 5.0 is no longer a dream. This is very likely to happen, given the rapid development of technology in all parts of the world and the discoveries of new technologies that can help people work and live more comfortably.

In the society 5.0, the principle of balance in business and economic development with the social environment is a must. With the presence of technology in the society 5.0, several issues emerged in the Industrial Revolution 4.0 : the decline in community social interaction, the impact of industrialization, and job opportunities (Nastiti & Abdu, 2020). Of course, society 5.0 is to create a society that can enjoy life to the fullest by improving the community's quality of life as a whole. In addition, the goal to be achieved by society 5.0 is to achieve a balance between economic growth and solving problems that exist in society (Putra, 2019). Of course, this will reduce the gap between the people because this concept will be able to solve human problems (Umro, 2020).

Problems and Challenges of Islamic Education Management in the Society 5.0

Globalization is familiar to our people's ears and is known in everyday life. Globalization is also often translated into a picture of advanced civilization and is 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 hallmark in the technology field that we can reach anytime and anywhere. In other words, it can be described that the world today is a world free from spatial and temporal boundaries that do not become an obstacle in various situations (Tidjani, 2017).

Globalization is generally based on advances in science and technology, especially in the field of information and new technological innovations that can simplify daily life, facilitate regional and international cooperation, and have been integrated into people's lives from various nations and countries throughout without knowing boundaries. However, few people are aware of and critically understand the dangers of globalization, which systematically threatens people's daily lives, because globalization is only understood in terms of technological progress rather than other aspects that have tremendous social implications in life. The sophistication of technology and information must be lived and applied wisely by technology users, not something that can be done or cannot be done. Because we live in a time where technology spreads so fast and information is easy to receive. The sophistication of this technology is none other than artificial. The spread of technology that can change human habits and lifestyles has resulted in the culture of today's technology. Islamic education efforts must focus more on learning, deepening, and making religious knowledge practiced of learning through the teaching and learning process to answer the challenges of modern times(Mukti, 2018).

Now, a new civilization has emerged, the era of Society 5.0, where humans are expected to be able to drive and consume innovation and creativity that grew in the Industrial 4.0 era. This then becomes a challenge for all Indonesian education, especially Islamic education, to compete in science and technology (Husin, Ambiyar, & Syah, 2022). Suppose the management of Islamic education still maintains the traditional learning system without incorporating science and technology that has developed from time to time. In that case, Islamic education will not be able to compete in facing every challenge of information and information technology flow. On the other hand, if Islamic education management can collaborate with both of them, it will produce a generation that is superior, intelligent, and ready to face all the challenges of science and technology that the world has to offer.

The challenge of Islamic education management in the society 5.0 is human resources. This is because the society 5.0 places humans as its main component. According to Wardhana, the society 5.0 requires every individual to have three primary abilities: creativity, critical thinking, communication, and collaboration. In addition, human resources must have basic skills in digital technology and a creative mindset because the competency requirements focus on problem-solving, collaboration, critical thinking, and creative abilities (Novrizaldi, 2021).

There are several problems faced by Islamic education management in preparing for the 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 that will reduce

the value of Islamic education in the eyes of the community because Islamic education is considered less able to meet the science and technology that is developing in Indonesia (Afida, Diana, & Agus Puspita, 2021).

Furthermore, the lack of facilities and infrastructure, both in terms of buildings, learning media, and technology, has become a problem for Islamic education in society 5.0 (Zaeni, Fauyan, & Fadhilah, 2018). Talking about educational facilities, it is common to find Islamic educational institutions in rural areas with no longer suitable buildings for the learning process. In addition, the learning media used to support the teaching and learning process are still inadequate.

The Strategy of Islamic Education Management in the Challenge of Society 5.0

Various problems and obstacles will arise due to the entry of the society 5.0, thus requiring mental preparation from the educational institutions, especially those in the field of Islamic education. This era ushered in a new era of increasingly inventive and disruptive systems. This leaves two options: change or lose; The situation is unavoidable, and various solutions have been implemented to keep up with the current civilization of society 5.0 (Rahman & Husin, 2022).

Many problems, challenges, and changes will occur, so what must be done by the education unit as the main gate is to prepare superior human resources in this society 5.0. The Japanese government introduced the society 5.0 it self in 2019 as an anticipation of the disruptive turmoil due to the industrial revolution 4.0, which caused complex uncertainty; it was feared that the invasion could erode the values of human character that have been maintained so far (Prayoga & Lajira, 2022). In facing the society 5.0, the world of education plays a vital role in improving the quality of human resources. In addition to Islamic education management, there are several elements and high-ranking officials who carry out essential functions. For example, community organizations, the government, and the entire community also participate 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 this society 5.0.

There are two main things that should be done to face the society 5.0, namely adapting and being competent, when we adapt to the society 5.0 , we need to also know the development of the next generation. The generation given the term baby boomers is where the number of birth achievements occurs until there is a transformation of human civilization from several generations starting from generation x to generation α (Wicaksono, Kasmantoni, & Walid, 2021). In the world of education, the step needed to answer all the challenges in the society 5.0 is the need for life skills in the twenty-first century which is also known as 4C (Creativity, Critical Thinking, Communication, and Collaboration), which in this case means that teachers are expected to be creative. Teaching, educating, inspiring, and being a good role model for their students (Ibda, 2020).

Several strategies can be carried out by Islamic education management in facing the challenges of the society 5.0, especially from the point of view of human resources who work as teachers; they must have digital skills and be innovative thinkers. Teachers must be more imaginative and dynamic in the classroom in the society 5.0, then use 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 this problem (Siswati, 2018). In addition, teachers have an essential role in forming characters and values that must be possessed by Indonesian people (Novrizaldi, 2021).

Teachers in the society 5.0 must be leading teachers who put their students first. This means making changes for students, acting without being asked, continuing to innovate, and taking sides with students. Many people question the role of teachers considering this change as if it has been replaced by technology (Nasti & 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, Rohman, & Suriyah, 2021). Teachers as individuals who deal directly with students must be able to develop students'

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 student character formation. Students must master these four competencies through interactions gained in their lives at school (with teachers and friends), at home (with parents and family), and in the environment (Novrizaldi, 2021, Diana, Rahmah, & Rofiki, 2022).

Islamic educational institutions must also change their educational paradigm to respond to the challenges of the society 5.0. To measure the integrity of the education curriculum in Indonesia, especially Islamic education, namely specifically the teacher as a facilitator, a teacher being an inspiration, and a role model for the growth of creativity for students and tutors who can motivate to continue learning for each of their students (Nurdiana & Harsoyo, 2021). Likewise, a technology-based national education system and adequate infrastructure are needed to create good schools (Herawati, Tobari, & Missriani, 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 (H, Ekawarna, & Haryanto, 2022). Meanwhile, to improve human resources, both principals, teachers, and related parties need to conduct 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 of the industrial world is facing the society 5.0.

In the current society 5.0, of course, with the development of an increasingly advanced era and increasingly providing new hope for the community, where people are faced with technology that can access virtual space such as physical space and technology in a big data-based society as well as robots used to support and help human work, the effect of technology is that it can cause social inequality, language, age and all special needs designed to meet individual needs, in the world of education, the learning process of students is directly faced with robots designed to replace teachers or even remotely controlled. Far from the institution, the teaching and learning process can occur anytime and from any location.

In the 20th century, education focused on information based on sources from books. It focuses on local and national areas only, whereas, in today's era, education focuses more on all ages where every child belongs to the community from learning that is sourced from various kinds of sources, not only from books but also from the internet, of course, cannot be separated from technology and information platforms, for example, in our own country, Indonesia which in this case means freedom of learning in facing the society 5.0, requires at least six basic skills literacy, namely the ability to read, analyze, and use information or big data in the digital world, then be technology literate, understand how machines and applications work. technology, namely coding, artificial intelligence, machine learning, engineering principles, bitech, and finally human literacy, namely humanities, communication, and design (Sueca, 2021).

CONCLUSIONS

Islamic education is closely related to Islamic da'wah. In addition, Islamic education also functions to spread Islamic teachings to the general public. Muslim educational institutions will be increasingly prominent and noticed in the global arena because of their ability to equip students with intellectual skills and are also able to produce human beings with character, based on faith and noble character, as well as critical thinking. In the era of Society 5.0, Islamic education must undergo reformulation to remain a solution to community problems, of course by developing quality human resources, developing advanced education with mastery of science and technology, and improving science and technology. In the Society 5.0 era, Islamic education must be able to meet the country's existing infrastructure, develop existing human resources, align education with industry, and use technology as a learning tool. Realizing that Islamic education faces various problems, it is hoped that by implementing good education management, Islamic education will improve itself, especially in the era of Society 5.0, so that Islamic education can prepare superior and reliable human resources and make

many positive contributions to build society. Future for the nation and state as a whole in various aspects of life.

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