

RESPONSE OF ISLAMIC EDUCATIONAL INSTITUTIONS TOWARDS THE ERA OF SOCIETY 5.0

Susilo Surahman¹, Mudofir², Baidi³

^{1,2,3} Universitas Islam Negeri Raden Mas Said Surakarta

Email: susilo.surahman@iain-surakarta.ac.id¹, mudofir@iain-surakarta.ac.id², baidi@iain-surakarta.ac.id³

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Abstract:

Society 5.0 is in line with the industrial revolution 4.0 where both bring technology as a new world change. This research aims to understand the basic concepts of society 5.0 and Islamic educational institutions' readiness to address them. This research uses a descriptive qualitative approach. Data sources are obtained through literature studies and analyzed using descriptive analysis. The results show that the basic concept of society 5.0 is directed at human comfort in all joints of life or activity through technology optimization. Islamic educational institutions are required to cultivate values to stem the negative influence of changes and the development of the times, both society 5.0 in line and the industrial revolution 4.0.

Keywords: *Institutional Response, Islamic Education, Society 5.0*

Abstrak:

Society 5.0 sejalan dengan revolusi industri 4.0 di mana keduanya membawa teknologi sebagai perubahan dunia baru. Penelitian ini bertujuan untuk memahami konsep dasar masyarakat 5.0 dan kesiapan lembaga pendidikan Islam untuk mengatasinya. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Sumber data diperoleh melalui studi literatur dan dianalisis menggunakan analisis deskriptif. Hasil penelitian menunjukkan konsep dasar masyarakat 5.0 diarahkan pada kenyamanan manusia di semua sendi kehidupan atau aktivitas melalui optimalisasi teknologi. Lembaga pendidikan Islam dituntut untuk menumbuhkan nilai-nilai sebagai upaya membendung pengaruh negatif perubahan dan perkembangan zaman, baik masyarakat 5.0 sejalan maupun revolusi industri 4.0.

Kata Kunci: *Respon Institusional, Pendidikan Islam, Masyarakat 5.0*

INTRODUCTION

Technology has become an integral part of humans, where technology can connect various human activities. Hamdan said the development of technology has had an impact on all disciplines and encouraged further growth and innovation (Hamdan, 2018)

Not finished in peeling education in the perspective of the industrial revolution 4.0, now Indonesian society is faced again with society 5.0. Handayani and Muliastri said society 5.0 is directed at creating a prosperous society

because the center of all development, be it technology and physical space, is the human being himself (Handayani & Muliastri, 2020). Through the development of technology and physical space, all the problems of human life can be predicted and can be found a way out (Ranestad, 2020)

Education by involving technology at this time is no longer within the scope of "education" but has developed into "*edutainment*" without reducing the essence and essence of the learning process itself (Afif, 2019)

Mumtaha and Khoiri said, if in the perspective of industry 4.0, technology becomes the focus of development to facilitate humans, then in society 5.0, humans themselves are the object of the action (Mumtaha & Khoiri, 2019). This started with the creation of big data and artificial intelligence to facilitate humans in life (Chen, Zhong, & Lee, 2020). If this concept is implemented, humans will be facilitated in various daily activities that affect social and economic behavior.

Historically, society 5.0 is a historical journey of community development, starting with hunting (1.0), agriculture (2.0), industry (3.0), Information (4.0). It is further said that the implementation of society 5.0 is everything directly related to technology, data, and artificial intelligence (*Artificial Intelligence/ AI*) (Setiawan & Lenawati, 2020)

The industrial revolution 4.0, from an educational perspective, has given birth to technology-based learning, with its application focusing on *High Order Thinking Skills* (HOTS) (Cholily, Putri, & Kusgiarohmah, 2019). It is further said that education does not create a generation that waits for but a generation that can give birth to change by sticking to critical reasoning. In its chronological, industry 4.0 starts from the condition of disruption, where all aspects of human life (economy, education, culture, etc.) are required to continue to innovate with the times to answer the challenges and needs in the present and the future (B. Prasetyo & Trisyanti, 2018)

Puspita said this disruption sharpens proficiency, which is demonstrated through differences: ability in business; ability to work; ability to master the technology; and the ability of human resource competence through technology (Puspita, Fitriani, Astuti, & Novianti, 2020)

Industry 4.0 itself was born in Germany in 2011, where this has been proclaimed in German development policy through the concept of *High Tech Strategy 2020*. This policy is based on Germany's development goals that do not want to be left behind and able to be at the forefront of technology and information (H. Prasetyo & Sutopo, 2018)

Japan has started a new period through the concept of society 5.0, where the order of life is centered back on humans themselves with the support of technology (Nusantara, 2020). Indonesia's real impact is the opportunity to develop a wide variety of industries, in this case, the concept of national industries that need to improve themselves (Li, Ma, & Wei, 2020). Human resources are better prepared, which directly affects the education sector.

In the world of education, the concept of *strategic planning and management* is needed to answer any changes that occur as a result of the development of the times (Hamidi, 2020). This is where the response of educational institutions is needed in answering the challenges of the society 5.0 era (Ling, Han, An, Hunter,

& Li, 2020). Data compiled by (Nusantara, 2020) shows that there is a trend in terms of research in universities, with composition: manufacturing (53%); business (12%); education (10%); information (9%); management (8%); and the rest for various other disciplines.

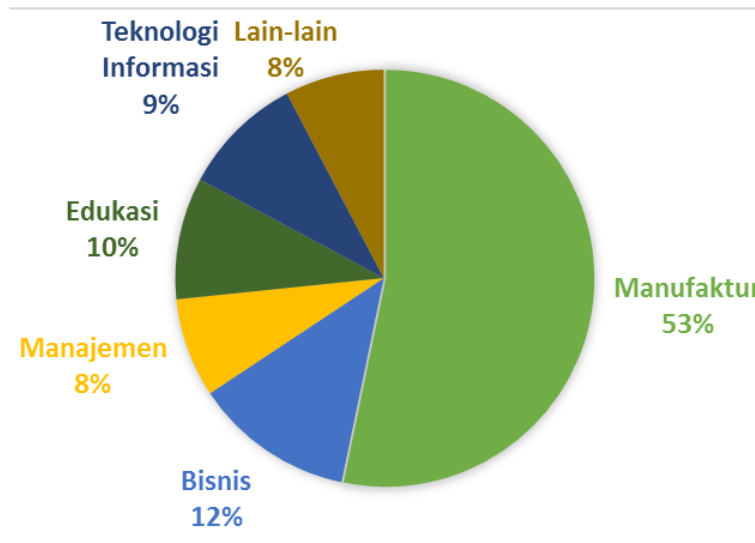


Figure 1. Research Distribution
Source: (H. Prasetyo & Sutopo, 2018)

When viewed from an academic perspective, this is by the demands of the Industry 4.0 concept map. But when compared to the concept of society 5.0, then this is still considered less. This is due to the lack of consistency of research focus, in contrast to the Japanese state that gave birth to the concept of society 5.0 itself. Over some time, the Japanese research H-Index was consistent in research resilience, as seen in the following graph:

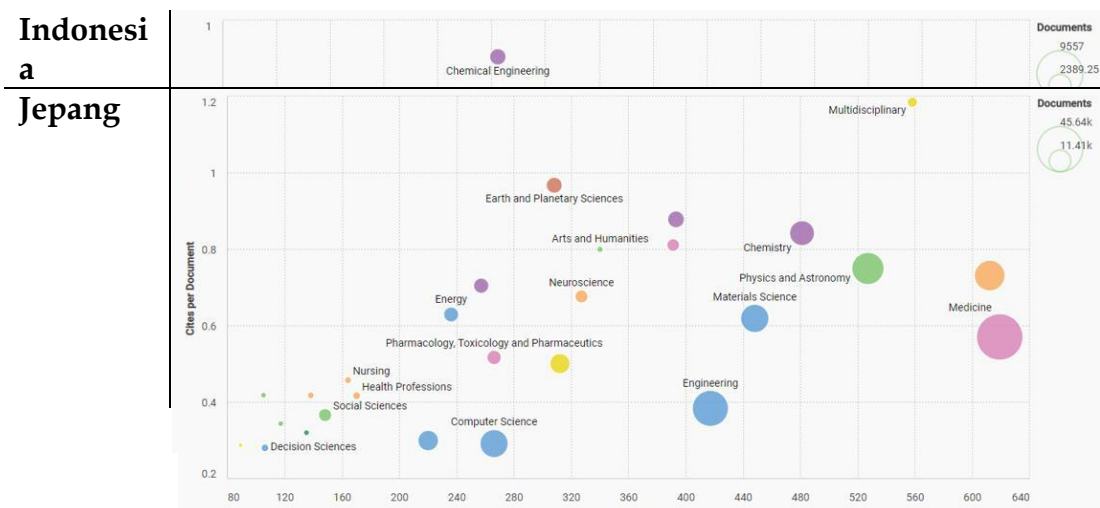


Figure 2. Comparative Graph of Indonesian and Japanese Research
In general, it can be said that Indonesian research is responsive in

addressing the industrial era 4.0. But when compared to Japan, the resilience of research is still far less. The consistency of research shows Japan already has a better research *road map*. Hendarsyah said Japan had prepared the concept of society 5.0 through the Basic Plan of Science and Technology, which was approved by the Science Council and decided in a Cabinet Decision in 2016 (Hendarsyah, 2019). The process of naming society 5.0 itself is based on transformations also carried out by other countries, including Europe (Industry 4.0), North America (Industrial Internet); Asia (Smart Cities); and China (Made in China 2025).

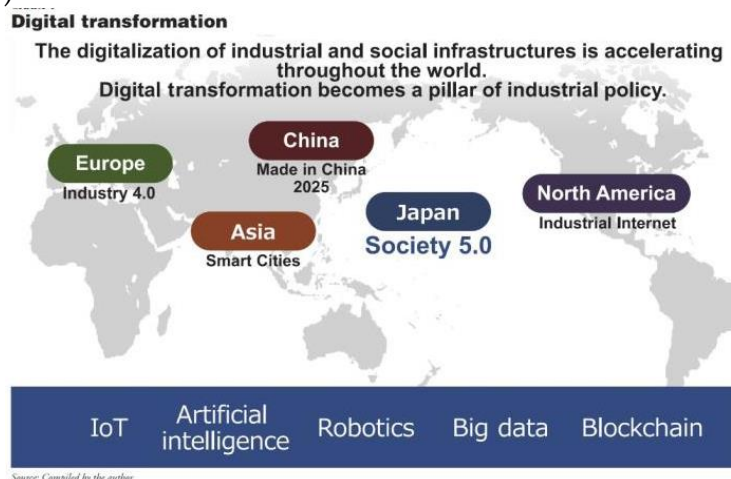


Figure 3. World Industrial Policy

Gularso emphasized that various industrial policies in multiple countries will affect education policy (Gularso, 2021). Every country has a sustainable development policy or Sustainable Development *Goal's* (GDS's). In this policy, the education sector questions whether every individual has been represented in developing their potential and what educational institutions have done in realizing it.

Islamic Educational Institutions are based on education, with religious learning as the primary basis in supporting national education goals (Ismah, 2020). In general, the problems experienced by Islamic educational institutions by (DWIYAMA, 2018) are said to be divided into 2 (two), namely: macro (competition with other institutions that require continuous innovation); and micro (the demands of qualified and deliverable graduates can provide *outcomes*). Ellitan said Indonesia is faced with new challenges in aligning industry 4.0 and society 5.0 required a competitive strategy in its implementation (Ellitan, 2020)

The challenge of education in the perspective of the industrial revolution 4.0 is in the cultivation of values. Dance and Hutapea mention values associated with: *First*, intelligence must be widely developed (Tari & Hutapea, 2020). This is to anticipate an increasingly diverse world of work. Every change requires attention. *Second*, the demand for self-reliance. *Third*, there is no limit to space and time when it comes to learning. *Fourth*, the use of role *models* as a form of guidance to learners. Andri said the public's interest in Islamic educational institutions from year to year has increased (Andri, 2020). This is in line with the religious curriculum offered in instilling values.

Meanwhile, Awaliyah and Baharun mentioned one of the weaknesses of Islamic education is the *lack of spirit of inquiry*, where there is a low state of attention to research in the search for solutions to problems (Awwaliyah & Baharun, 2018). This is what then Islamic educational institutions are said to be general *knowledge*, where the nature of science and expertise is still too common, so it is considered too normative (Juhji, Syafe'i, & Gunawan, 2020). Education in the perspective of the industrial revolution 4.0 has at least done 2 (two) paths, namely: equalization of perception between human resources and needs, and debriefing of human values (B. Prasetyo & Trisyanti, 2018)

The industrial revolution is present and cannot be rejected by humans (Abdullah, 2019). Now society is starting to show its activity in line with the times that continue to develop, becoming a "counterpoint" to the concept of industry 4.0. On the other hand, Islamic education in the historical record has proven itself as a system that plays a strategic role in building the character of the nation (Nugroho, 2019). Based on the description, this study aims to find out the basic concepts of the society 5.0 era and Islamic educational institutions' readiness to address them.

RESEARCH METHOD

This research uses a descriptive qualitative approach, where the direction of the study is aimed at concepts or ideas related to the focus of the study. Data sources are obtained through literature studies and analyzed using descriptive analysis. This is done by providing existing facts further to provide conclusions in the analysis of research problems.

FINDINGS AND DISCUSSION

Any fundamental changes to the side or aspect of human life need to be addressed by education. Educational institutions translate it as a form of awareness in their management, considering the primary function of education is to develop human resources (Hamidi, 2020). The industrial revolution 4.0 and society 5.0 have given birth to new opportunities for Indonesia (Ellitan, 2020). Indonesia, with its various resources, is expected to be able to anticipate the demands of industry 4.0 and society 5.0.

Islamic educational institutions by Bafadhol are said to be organizations that assume the academic responsibilities of learners according to the objectives that have been set, taking into account aspects of religious education (Bafadhol, 2017). Islamic educational institutions themselves are divided into 3 (three) parts: Formal (according to the level of education). Informal (family and community). Nonformal (level and specific structures in facilitating learners who do not get the opportunity to attend formal education). The differences between the three types of education can be explained as follows:

Table 1. Different Types of Islamic Educational Institutions

Perspective	Formal	Informal	Nonformal
Curriculum Design	Horizontal-vertical	Horizontal	-
Curriculum	Homogeneous	Heterogeneous	Heterogeneous

Content Management System Acceleration	Long-term	Short-term	-
Curricular	Class acceleration	Program acceleration	-
	Achievement of organizational goals	Achievement of program objectives	-

Source: (Bafadhol, 2017) (processed)

A system can run or not, depending on the components in it, considering that the details are related to each other (Nugroho, 2019). Similarly, in terms of education, where the purpose of education is related to the curriculum, human resources, and changes and developments of the times with all its demands and challenges. For example, the transformation of Islamic education in the era of the industrial revolution 4.0, as mentioned by Priyanto, namely: rule changes; future orientation; improvement of the curriculum; quality improvement; improved management; improvement of human resource competence; involving the community; and digitization of services (Priyanto, 2020)

Educators in the learning process often experience obstacles, one of which is due to *destructive discipline* behavior, where educators usually wait for mistakes from learners, then there is handling (Tari & Hutapea, 2020). This can be hampered if the implementation of society era 5.0 is enforced in educational institutions. The concept or idea of society 5.0 itself is considered a solution of justice, equality, and common welfare by creating intelligent human beings (Handayani & Muliastri, 2020)

It is further said that when viewed from an educational perspective, chronologically, the development of the industrial and society era includes:

Table 2. The Development of the Industrial and Society Era

Era	Learning Concepts	
	Industry	Society
1.0	Teacher-centered learning	Teacher-centered learning
2.0	Learners are critical of knowledge	Knowledge development
3.0	Collaborative learning	The direction of knowledge in the world of work/industry
4.0	Technology-based	Information-based
5.0	Intelligent and civilized human beings	Superhumans are intelligent through technology support

Source: (Handayani & Muliastri, 2020) (Data processed).

The fundamental difference between industry 4.0 and society 5.0 lies in the convenience aspect. If industry 4.0 makes it easier for humans to do activities, then society 5.0 facilitates humans in life (Mumtaha & Khoiri, 2019) Hendarsyah called society 5.0. In this vision, humans can maximize technology to every joint of their lives (Hendarsyah, 2019). Technology and information are currently able to be controlled and run automatically (Hamdan, 2018). The relationship between industry 4.0 and society 5.0 can be illustrated as follows:

Table 3. Relatedness of Industry 4.0 - Society 5.0

	Industry 4.0	Society 5.0
Equation	Development and utilization of technology	
Difference	Use of technology for business	Use of technology for humans
Realization	<i>Road Map Industry</i>	Sustainable development (SDG's)
Educational Strategy	Technology-based learning	Big <i>Data</i> and Artificial Intelligence-based learning

Source: (Setiawan & Lenawati, 2020) (processed)

Ismah said that Islamic education, based on *entrepreneurship*, can still answer various demands and changing times (Ismah, 2020). This concept is considered competent to bring added value, not only for him but also to impact other people or groups/communities. Strengthening the management or management of Islamic educational institutions is needed as a solution to all emerging problems (DWIYAMA, 2018)

Awaliyah and Baharun said the solution in Islamic education is to conduct an in-depth evaluation directed at changes in views and frameworks in anticipation of changes in current and future times (Awwaliyah & Baharun, 2018). This process is known as *at-taammul wa al fahsh*, where every idea is born considering alternative solutions and more adaptive work plans. In its implementation in the field of education, the skills needed in society 5.0 are illustrated through 4C's, as follows:

Table 4. Expertise in Education

	Educational Skills			
4C's	Creativity	Critical thinking	Communication	Collaboration
Realization	Entrepreneurship	Digital literacy	Leadership	Emotional Intellegence
	Problem-solving	Global citizenship	Communication	Teamwork

Source: (Vania Sasikirana & Herlambang, 2020) (processed)

Education is a barometer of a nation's progress (Afif, 2019). That's why various policies or products of educational regulations are often born to support and achieve development goals. In the perspective of society 5.0, adaptive thinking is emphasized through analytical, creative, and critical thinking (Puspita et al., 2020). That's why re-orientation of the curriculum needs to be done. In this case, it also includes the Islamic education curriculum. That's why (Nastiti & 'Abdu, 2020) sees the need to synchronize the demands of the industrial world with the education curriculum. The curriculum covers human resource competencies, mastery of *the internet of things* (IoT); *augmented reality*; and artificial intelligence.

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Pictures, graphs, charts, schemes, or diagrams are numbered consecutively and the title below, with Book Antiqua 12;



Figure 1 : Lecturer Quality Coaching

The result of data analysis is explained correctly in the article. The discussion part logically explains the findings, associated with the relevant sources.

CONCLUSION

Society 5.0 was first proclaimed by Japan after the establishment of industry 4.0 by Germany. This shows that each country of the world is racing to make changes in human life in a direction that is considered more accessible through the use of technology. Both society 5.0 and the industrial revolution 4.0 are in line to impact almost every aspect of life. Technology has become an essential part of human life. This impact must also be addressed by Islamic education through re-orientation of the curriculum in line with the demands and developments of the times. Humans are increasingly required to always be adaptive, critical, creative, and able to perform analysis of emerging problems, both within themselves and in the environment.

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