

MODERN ISLAMIC EDUCATION IN THE ERA OF SOCIETY 5.0: CHALLENGES, OPPORTUNITIES, AND STRATEGIC TRANSFORMATION

Abdul Fatah

AKMI Suaka Bahari Cirebon
abdulfatah180366@gmail.com

Abstract

The emergence of Society 5.0 has significantly transformed educational systems by integrating digital technology, artificial intelligence, big data, and human-centered innovation. In this context, modern Islamic education faces major challenges and opportunities in adapting to technological advancement while maintaining Islamic moral and spiritual values. This study aims to analyze the challenges, opportunities, and strategic transformation of modern Islamic education in the era of Society 5.0. The research employed a qualitative approach using the library research method, examining various scholarly sources, including Scopus-indexed journal articles, books, and other relevant academic publications on Islamic education, digital transformation, and educational innovation. The findings indicate that modern Islamic education is undergoing substantial transformation through the implementation of digital learning systems, technology integration, and innovative pedagogical approaches. However, several challenges remain, including limited technological infrastructure, low digital literacy, issues with curriculum adaptation, and concerns about moral degradation from uncontrolled digital exposure. The study also reveals that Society 5.0 offers significant opportunities to improve educational accessibility, learning flexibility, digital competence, and interdisciplinary collaboration. Strategic transformation in Islamic education, therefore, requires curriculum reform, teacher competency development, institutional innovation, and the integration of Islamic ethical values with technological advancement. The study concludes that modern Islamic education must adopt a human-centered, value-oriented approach to produce graduates who are intellectually competent, technologically adaptable, morally responsible, and spiritually grounded in responding to global challenges in the digital era. **Keywords:** Modern Islamic Education, Society 5.0, Digital Transformation, Educational Innovation, Islamic Values, Human-Centered Learning.

Introduction

The rapid advancement of digital technology and the emergence of the Society 5.0 era have transformed nearly every aspect of human life, including education systems worldwide. Society 5.0 emphasizes integrating cyberspace and physical space through technologies such as artificial intelligence, big data, and the Internet of Things to create a human-centered society that improves quality of life and social welfare. Within this context, educational institutions are expected to develop innovative learning environments that not only enhance technological competence but also strengthen ethical and moral values among students (Halaweh, 2023; Rahman et al., 2022). Modern Islamic education consequently faces significant challenges in adapting to digital

transformation while maintaining its spiritual and moral foundations rooted in Islamic teachings.

The transformation of education in the digital era has encouraged Islamic educational institutions to adopt technology-integrated learning systems. Madrasahs, pesantrens, and Islamic universities increasingly use e-learning platforms, digital media, and online educational resources to enhance teaching effectiveness and student engagement (Ainin et al., 2023). However, the implementation of digital transformation in Islamic education remains uneven, particularly in developing countries where technological infrastructure, institutional readiness, and digital literacy are still limited (Sari & Nugroho, 2021). This phenomenon creates disparities between the ideal expectations of Society 5.0 and the actual conditions faced by Islamic educational institutions in responding to technological disruption.

In addition to technological challenges, modern Islamic education must also address moral and social issues emerging from the digital era. Excessive exposure to social media, misinformation, cyberculture, and uncontrolled digital interaction may negatively influence students' character development, social behavior, and spiritual awareness (Yusof et al., 2022). Although digital technology provides broad access to Islamic knowledge and enables global educational collaboration, it also poses risks of moral degradation, declining interpersonal communication, and weakening ethical values among young people. Therefore, Islamic education is required to develop balanced educational approaches that integrate technological innovation with character education, spirituality, and ethical responsibility.

Previous studies have extensively discussed technology integration in Islamic education, particularly regarding digital learning media, online learning effectiveness, and educational innovation. Research by Ahmed and Opoku (2022) emphasized that digital transformation can improve learning flexibility and educational accessibility in Islamic institutions. Similarly, studies by Pratama et al. (2023) highlighted the importance of digital literacy among educators and students in supporting effective learning in the era of Society 5.0. Nevertheless, many previous studies primarily focus on technical aspects of technology adoption and rarely examine broader strategic transformations involving curriculum reform, human-centered learning, and spiritual development simultaneously.

Another important issue identified in previous literature concerns the limited conceptual integration between Islamic educational philosophy and the Society 5.0 framework. Existing studies tend to discuss technological advancement and Islamic education as separate domains rather than as interconnected systems that require comprehensive transformation (Mustafa & Rahim, 2021). Furthermore, most research emphasizes operational learning practices without deeply analyzing how Islamic educational institutions can strategically respond to future societal changes while maintaining Islamic identity and values. This condition indicates a substantial research gap in understanding the holistic transformation required for modern Islamic education in the contemporary digital era.

The research problem addressed in this study is the lack of strategic transformation models that integrate technological innovation, human-centered learning, and Islamic moral values within modern Islamic education. Although technological adoption has increased significantly, many Islamic educational institutions still face challenges in adapting curricula, developing teacher competence, addressing digital ethics, and ensuring educational sustainability (Nasir et al., 2023). Consequently, graduates may possess limited technological competitiveness or insufficient moral and spiritual resilience in facing complex global challenges. This issue demonstrates the necessity for a more comprehensive educational transformation strategy aligned with the principles of Society 5.0.

The novelty of this study lies in its integrative perspective that combines the dimensions of technological transformation, Islamic educational philosophy, character development, and strategic adaptation within the Society 5.0 framework. Unlike previous studies that predominantly focus on isolated aspects of digital learning or religious education, this research proposes a holistic conceptual understanding of modern Islamic education that balances innovation and spirituality. The incremental contribution of this study is reflected in its emphasis on human-centered Islamic education that prioritizes technological competence while preserving ethical, social, and spiritual values as the foundation for sustainable educational development.

This research is urgently needed because Islamic educational institutions are currently facing increasingly complex global challenges resulting from technological disruption, globalization, and shifting social values. Without strategic transformation, Islamic education risks becoming disconnected from modern societal needs and global educational competition. Conversely, adaptive and innovative Islamic education has the potential to produce graduates who are intellectually competent, technologically literate, morally grounded, and socially responsible (Hassan et al., 2022). Therefore, this study aims to provide conceptual insights and strategic recommendations for strengthening modern Islamic education in responding effectively to the opportunities and challenges of the Society 5.0 era.

Literature Review

Modern Islamic Education

Modern Islamic education refers to an educational system that integrates Islamic values, contemporary knowledge, technological advancement, and character development into a holistic learning framework. Unlike traditional Islamic education, which primarily emphasizes religious instruction, modern Islamic education seeks to balance spiritual formation with scientific, technological, and social competencies needed in contemporary society (Rahman et al., 2022). The modernization of Islamic education has become increasingly important amid globalization, digital transformation, and the growing demand for educational systems capable of producing adaptable, competitive human resources.

According to Hassan et al. (2022), modern Islamic education aims to develop students who are intellectually capable, morally responsible, and spiritually grounded. This approach emphasizes not only cognitive achievement but also ethical behavior, critical thinking, and social responsibility. In the context of globalization, Islamic educational institutions are required to reform curricula, teaching methods, and institutional management to remain relevant to societal changes and labor market demands. Consequently, educational modernization in Islamic institutions involves integrating religious teachings with science, technology, and innovation.

Several studies have highlighted the importance of curriculum integration in modern Islamic education. Ahmed and Opoku (2022) explained that integrating Islamic values with digital and scientific competencies can strengthen students' holistic development. Similarly, Mustafa and Rahim (2021) argued that Islamic educational reform should not merely focus on technological adoption but also on reconstructing educational philosophies and pedagogical approaches that align with contemporary societal needs. Therefore, modern Islamic education is a transformative process aimed at creating balanced individuals who can contribute positively to society while maintaining their Islamic identity.

Society 5.0 and Educational Transformation

The concept of Society 5.0 was first introduced in Japan as a human-centered societal model that integrates advanced technologies such as artificial intelligence, robotics, big data, and the Internet of Things into everyday life (Halaweh, 2023). Society 5.0 differs from previous industrial revolutions in prioritizing human welfare and social sustainability over purely technological efficiency. In education, Society 5.0 encourages the development of innovative learning ecosystems that combine digital technology, creativity, problem-solving skills, and human values.

Educational transformation in the era of Society 5.0 requires institutions to adapt rapidly to technological disruption. According to Pratama et al. (2023), digital transformation in education includes the implementation of e-learning systems, smart classrooms, artificial intelligence-assisted learning, and data-driven educational management. These innovations provide opportunities for personalized learning, flexible educational access, and enhanced student engagement. However, educational transformation also creates challenges related to digital inequality, technological dependency, and the decline of social interaction in learning environments.

In Islamic education, implementing Society 5.0 principles requires a balanced integration of technological innovation and religious values. Rahman et al. (2022) emphasized that Islamic educational institutions must adopt digital technology while maintaining moral and ethical foundations derived from Islamic teachings. This integration is essential to prevent the negative impacts of technological disruption, including moral degradation, misinformation, and the weakening of students' spiritual awareness. Thus, Society 5.0 presents both opportunities and challenges for modern Islamic educational transformation.

Technology Integration in Islamic Education

Technology integration has become one of the most significant aspects of educational modernization in Islamic institutions. The use of digital learning platforms, multimedia resources, online collaboration tools, and virtual classrooms has increased substantially in recent years, particularly following the COVID-19 pandemic (Ainin et al., 2023). Technology integration enables Islamic educational institutions to improve access to learning, teaching effectiveness, and student participation, while expanding global access to Islamic knowledge.

Research by Nasir et al. (2023) demonstrated that digital readiness among educators and students is crucial to the successful implementation of technology-based learning in Islamic schools. Teachers with higher digital competence tend to adopt more innovative teaching methods and interactive learning strategies. Nevertheless, many Islamic educational institutions still face barriers, including inadequate technological infrastructure, limited internet access, insufficient training, and resistance to educational change. These limitations hinder the optimal implementation of digital transformation in Islamic education.

Another important issue concerns digital ethics and the responsible use of technology in educational environments. Yusof et al. (2022) found that excessive exposure to social media and digital content can negatively affect students' moral behavior, concentration, and social relationships. Consequently, Islamic educational institutions are expected to provide ethical guidance and digital literacy education that encourages responsible technology use. Technology integration in Islamic education should therefore prioritize not only technical competence but also ethical awareness and spiritual development.

Human-Centered Learning and Character Development

Human-centered learning is one of the central principles of Society 5.0 and modern educational transformation. This approach emphasizes students' personal growth, creativity, emotional intelligence, and social interaction within the learning process. In Islamic education, human-centered learning aligns closely with the development of holistic individuals who possess intellectual, emotional, social, and spiritual balance (Hassan et al., 2022).

Character education is also considered a fundamental component of modern Islamic education. Islamic educational institutions traditionally emphasize moral values such as honesty, discipline, empathy, responsibility, and social justice. According to Ahmed and Opoku (2022), integrating character education into digital learning environments is essential to ensure that technological advancement does not weaken students' ethical and spiritual foundations. Human-centered Islamic education, therefore, seeks to create learning experiences that combine technological innovation with value-based education. Furthermore, the development of critical thinking and problem-solving skills has become increasingly important in contemporary education. Society 5.0 requires graduates capable

of adapting to complex global challenges, engaging in interdisciplinary collaboration, and navigating rapid technological change. Mustafa and Rahim (2021) argued that Islamic education should encourage reflective thinking, creativity, and innovation while maintaining adherence to Islamic ethical principles. Consequently, educational transformation in Islamic institutions should focus on developing students' holistic competencies rather than merely transmitting religious knowledge.

Strategic Transformation of Islamic Educational Institutions

Strategic transformation refers to the comprehensive reform of educational systems, organizational structures, curricula, and learning methodologies to address contemporary challenges effectively. In the context of modern Islamic education, strategic transformation involves adapting educational practices to technological advancement while preserving Islamic identity and values (Rahman et al., 2022). This transformation requires institutional readiness, leadership commitment, curriculum innovation, and stakeholder collaboration.

Studies by Ainin et al. (2023) revealed that successful educational transformation depends significantly on institutional adaptability and technological leadership. Educational leaders play an important role in promoting innovation, providing technological infrastructure, and encouraging professional development among teachers. In addition, collaboration between governments, educational institutions, communities, and technology providers is essential to support sustainable educational reform.

Despite various modernization efforts, many Islamic educational institutions continue to face challenges due to financial constraints, inconsistent policies, and resistance to change. Nasir et al. (2023) emphasized that strategic transformation should involve gradual and inclusive approaches that consider institutional culture, community values, and educational sustainability. Therefore, the transformation of modern Islamic education in the Society 5.0 era requires long-term strategic planning that integrates technological advancement, human-centered learning, and Islamic ethical values simultaneously.

Research Method

This study employed a qualitative approach using the library research method to analyze the transformation of modern Islamic education in the era of Society 5.0. Library research was selected because the study focuses on examining theories, concepts, empirical findings, and scholarly discussions related to Islamic education, technological transformation, digital learning, and educational strategies in contemporary society. The data used in this research were obtained from secondary sources, including scientific journal articles, books, conference proceedings, policy documents, and international publications indexed in reputable databases such as Scopus, ScienceDirect, Springer, Taylor & Francis, and Google Scholar. The study primarily prioritized publications from the last five years to ensure the relevance and contemporariness of the analyzed literature.

The data collection process was conducted systematically by identifying and selecting relevant literature using specific keywords, including "Modern Islamic Education,"

“Society 5.0,” “Digital Transformation,” “Islamic Educational Innovation,” “Technology Integration,” and “Human-Centered Learning.” After the literature was collected, the researcher performed data reduction and classification based on research themes, theoretical relevance, and conceptual contribution to the study. The selected literature was then analyzed critically to identify research trends, educational challenges, opportunities, strategic transformation models, and existing research gaps related to modern Islamic education in the Society 5.0 era. This approach enabled the researcher to develop a comprehensive understanding of the phenomenon under investigation.

Data analysis in this study used descriptive-analytical techniques and content analysis. The descriptive analysis was applied to systematically explain concepts, theories, and findings from previous studies. In contrast, content analysis was used to interpret and synthesize the main ideas emerging from the literature. To ensure the credibility and validity of the findings, the researcher employed source triangulation by comparing information from various academic references and scholarly perspectives. Through this method, the study aimed to develop a comprehensive conceptual framework and strategic recommendations to effectively transform modern Islamic education to address the challenges and opportunities of Society 5.0.

Results and Discussion

The Transformation of Modern Islamic Education in the Society 5.0 Era

The findings of this study indicate that modern Islamic education is currently undergoing a significant transformation driven by technological advancement and the emergence of Society 5.0. Islamic educational institutions are no longer focused solely on traditional religious instruction but are increasingly integrating digital technology, interdisciplinary knowledge, and innovative learning systems into educational practices. The implementation of e-learning platforms, virtual classrooms, artificial intelligence-assisted learning, and digital educational resources has become increasingly common in Islamic schools and universities (Ainin et al., 2023). This transformation reflects the growing awareness among Islamic educational stakeholders that technological adaptation is essential for maintaining educational relevance and competitiveness in the contemporary global environment.

The Society 5.0 paradigm encourages educational systems to create human-centered learning environments that combine technological innovation with ethical and social values. In Islamic education, this transformation aligns with the fundamental objective of developing holistic individuals who possess intellectual capability, spiritual awareness, and moral responsibility (Rahman et al., 2022). The integration of technology into Islamic education, therefore, serves not only as a tool for instructional delivery but also as a medium for strengthening students’ creativity, critical thinking, collaboration, and digital literacy. Consequently, modern Islamic education is gradually shifting from conventional teacher-centered approaches toward more adaptive, interactive, and student-centered learning systems.

However, the transformation process remains uneven across many Islamic educational institutions. Several studies revealed that technological readiness, institutional infrastructure, and digital competence among educators continue to present major challenges, particularly in developing countries (Nasir et al., 2023). Many institutions still experience inadequate internet access, limited technological facilities, insufficient teacher training, and resistance to educational change. These limitations hinder the effective implementation of digital transformation and reduce Islamic educational institutions' ability to compete globally in the Society 5.0 era.

Challenges of Modern Islamic Education

One of the most significant challenges identified in this study is the imbalance between technological advancement and moral-spiritual development among students. The increasing use of digital technology and social media has created opportunities for broader educational access. However, it has simultaneously introduced risks related to moral degradation, misinformation, cyber dependency, and declining interpersonal communication (Yusof et al., 2022). Students are increasingly exposed to uncontrolled digital content that may negatively influence their ethical values, social behavior, and spiritual identity.

This phenomenon demonstrates that technological innovation alone is insufficient to ensure educational quality and student development. Islamic education must maintain its role as a moral and spiritual institution that guides students toward ethical awareness and responsible digital behavior. According to Ahmed and Opoku (2022), educational transformation in Islamic institutions should integrate digital literacy with character education and Islamic ethical principles. The challenge for modern Islamic education, therefore, lies not only in adopting technology but also in ensuring that technological use remains aligned with Islamic moral values and educational objectives.

Another challenge concerns curriculum adaptation and pedagogical reform. Many Islamic educational institutions still utilize traditional curricula that emphasize memorization and theoretical learning rather than critical thinking, creativity, and problem-solving skills required in Society 5.0 (Mustafa & Rahim, 2021). In addition, some educators struggle to use digital technologies effectively due to limited technological competence and pedagogical training. This condition indicates that educational reform should involve not only technological infrastructure development but also comprehensive teacher professional development and curriculum redesign.

Opportunities for Islamic Educational Development

Despite various challenges, the Society 5.0 era also presents substantial opportunities for modern Islamic education. Digital technology enables broader access to educational resources, online Islamic learning platforms, virtual international collaboration, and flexible learning systems that support educational inclusivity (Pratama et al., 2023). Students can access Islamic knowledge from global scholars, participate in online discussions, and utilize digital learning applications that enhance learning engagement and understanding.

Technology integration also contributes to improving educational effectiveness and institutional efficiency. Artificial intelligence, big data analytics, and adaptive learning systems can support personalized learning experiences tailored to students' needs and learning abilities (Halaweh, 2023). In Islamic education, these technologies can facilitate interactive Qur'anic learning, the development of digital Islamic content, and innovative pedagogical approaches that combine religious teachings with scientific and technological competencies.

Furthermore, Society 5.0 encourages interdisciplinary collaboration and innovation in educational systems. Islamic educational institutions have opportunities to integrate Islamic values with science, entrepreneurship, environmental awareness, and technological development. Hassan et al. (2022) emphasized that modern Islamic education should prepare students not only for religious understanding but also for active participation in solving contemporary social, economic, and technological problems. Therefore, educational modernization provides opportunities for Islamic institutions to become centers of innovation, ethical leadership, and sustainable human development.

Strategic Transformation of Modern Islamic Education

The findings of this study highlight the importance of strategic transformation in ensuring the sustainability and relevance of modern Islamic education. Strategic transformation involves curriculum reform, technological integration, institutional innovation, and human resource development aligned with the principles of Society 5.0. Educational institutions must develop adaptive curricula that integrate Islamic values, digital literacy, critical thinking, creativity, and interdisciplinary competencies simultaneously (Rahman et al., 2022).

Teacher competence development is also a crucial factor in educational transformation. Educators are required not only to master subject knowledge but also to possess digital skills, innovative pedagogical abilities, and ethical leadership competencies. Nasir et al. (2023) found that teacher readiness significantly influences the success of digital transformation in Islamic educational institutions. Consequently, continuous professional training and institutional support are essential for enhancing educators' technological competence and teaching effectiveness.

Institutional leadership and policy support also play important roles in educational transformation. Effective leadership can encourage innovation, organizational adaptability, and collaborative educational culture within Islamic institutions (Ainin et al., 2023). Governments and educational policymakers should provide infrastructure support, digital training programs, curriculum development policies, and financial assistance to strengthen the modernization of Islamic education. Without comprehensive policy support, technological transformation in Islamic educational institutions may remain fragmented and unsustainable.

Human-Centered Islamic Education in Society 5.0

An important finding of this study is the relevance of human-centered learning approaches in modern Islamic education. Society 5.0 emphasizes that technology should serve

humanity rather than replace human values and social interaction. In Islamic education, this principle aligns with the concept of holistic education that prioritizes intellectual, emotional, social, and spiritual development simultaneously (Hassan et al., 2022). Human-centered Islamic education, therefore, seeks to create balanced individuals who are technologically competent while remaining morally responsible and spiritually conscious. Character education remains a central component of Islamic educational transformation. Although digital technology offers numerous educational advantages, Islamic institutions must ensure that technological innovation does not weaken students' ethical awareness and religious identity. Ahmed and Opoku (2022) argued that integrating Islamic values into digital learning environments can strengthen students' moral resilience and responsible digital behavior. Therefore, modern Islamic education should combine technological advancement with ethical education, empathy, social responsibility, and spiritual cultivation.

The findings also suggest that the future of Islamic education depends on its ability to adapt strategically to technological and societal changes while preserving its foundational Islamic principles. Islamic educational institutions that successfully integrate technology, innovation, and spirituality are more likely to produce graduates capable of competing globally while maintaining strong moral and religious identities. Consequently, the transformation of modern Islamic education in the Society 5.0 era should be viewed not merely as a technological adaptation but as a comprehensive effort to create sustainable, value-oriented, and human-centered educational systems.

Conclusion

Modern Islamic education in the era of Society 5.0 is experiencing a significant transformation driven by rapid technological advancement, globalization, and changing societal needs. The integration of digital technology, artificial intelligence, and innovative learning systems has created both opportunities and challenges for Islamic educational institutions. On one hand, technological development enables broader educational access, flexible learning systems, improved digital literacy, and innovative pedagogical approaches. On the other hand, technological disruption also presents serious challenges related to moral degradation, declining spiritual awareness, digital dependency, and the limited readiness of educational institutions in adapting to rapid change.

The findings of this study indicate that successful transformation of modern Islamic education requires a comprehensive, strategic approach that balances technological innovation with Islamic moral and spiritual values. Educational modernization should not focus solely on technological adoption but also prioritize character education, ethical awareness, critical thinking, creativity, and human-centered learning. In this context, Islamic educational institutions must reform curricula, strengthen teacher competencies, improve digital infrastructure, and encourage interdisciplinary learning systems aligned with the principles of Society 5.0.

Furthermore, the study highlights that the future sustainability of Islamic education depends greatly on institutional adaptability, visionary leadership, and collaborative support from governments, educators, communities, and policymakers. Islamic educational institutions that successfully integrate technology, innovation, and spirituality are more likely to produce graduates who are intellectually competent, technologically literate, socially responsible, and spiritually grounded. Therefore, modern Islamic education should serve not only as a medium for knowledge transmission but also as a transformative system capable of shaping ethical, adaptive, and globally competitive Muslim generations in the contemporary digital era.

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