

Islamic Education Management In The Society 5.0 Era: Building A Educational System That Is Responsive To Technological And Social Changes

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Abstract

This research aims to analyze Islamic education management in facing the Society 5.0 era, characterized by the integration of digital technology in social and educational life. Using a mixed-methods approach, this research collected quantitative data through surveys of 150 respondents from Islamic educational institutions and qualitative data through in-depth interviews with 15 school principals and pesantren administrators. The research results show that although technology has been adopted by most Islamic educational institutions, significant challenges arise related to infrastructure limitations, teachers' digital skills, and access disparities in various regions. Adaptive and technology-based leadership plays a crucial role in designing policies that support digital transformation in Islamic educational institutions. Moreover, the integration of Islamic values with technology has also proven to be important in maintaining the identity and morality of Islamic education. This research suggests the importance of intensive training for educators and equitable access to technology so that Islamic education management can be more responsive to social and technological changes, and capable of improving the quality of education in the future..

Keywords:

Islamic education management, Society 5.0, educational technology, leadership, integration of Islamic values

Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen pendidikan Islam dalam menghadapi era Society 5.0, yang ditandai dengan integrasi teknologi digital dalam kehidupan sosial dan pendidikan. Dengan menggunakan pendekatan *mixed-methods*, penelitian ini mengumpulkan data kuantitatif melalui survei terhadap 150 responden dari lembaga pendidikan Islam dan data kualitatif melalui wawancara mendalam dengan 15 kepala sekolah dan pengelola pesantren. Hasil penelitian menunjukkan bahwa meskipun teknologi telah diadopsi oleh sebagian besar lembaga pendidikan Islam, tantangan signifikan muncul terkait dengan keterbatasan infrastruktur, keterampilan digital guru, dan ketimpangan akses di berbagai daerah. Kepemimpinan yang adaptif dan berbasis teknologi memainkan peran krusial dalam merancang kebijakan yang mendukung transformasi digital di lembaga pendidikan Islam. Selain itu, integrasi nilai-nilai Islam dengan teknologi juga terbukti penting untuk menjaga identitas dan moralitas pendidikan Islam. Penelitian ini menyarankan pentingnya pelatihan intensif bagi tenaga pendidik dan pemerataan akses teknologi agar manajemen pendidikan Islam dapat lebih responsif terhadap perubahan sosial dan teknologi, serta mampu meningkatkan kualitas pendidikan di masa depan.

Kata Kunci : Manajemen Pendidikan Islam, Society 5.0, Teknologi Pendidikan, Kepemimpinan, Integrasi Nilai Islam

INTRODUCTION

Islamic education in the 21st century faces significant challenges related to technological advancements and rapid social changes (Hasanah, 2024). In response to the phenomena of globalization and digitalization, education systems worldwide are undergoing significant transformations, and Islamic education cannot be separated from these changes. Islamic education, which has long been rooted in tradition and religious values, must now be able to adapt to the times. The emergence of Society 5.0, a concept that integrates digital technology with human life in a more holistic manner (Kasinathan et al., 2022), forces Islamic educational institutions to adopt a more dynamic and technology-based approach. Many Islamic educational institutions, such as pesantren and madrasah, have begun to utilize technology in learning, but this transformation has not been evenly distributed across the Muslim world.

Therefore, Islamic education management needs to develop strategies that are responsive to these changes to create relevant and quality education (Nisa & Aimah, 2024).

Leadership in Islamic education management plays a key role in facing the challenges posed by the Society 5.0 era. Visionary, adaptive, and technology-based leadership can facilitate a smooth transition from traditional education systems to more advanced and inclusive systems. Research shows that Islamic educational institutions led by leaders who understand technology and the needs of the times are capable of innovating in curriculum and learning methodologies (Azman et al., 2024). For example, Islamic boarding schools that implement blended learning or online learning have shown a significant improvement in the quality of education. Therefore, responsive leadership that understands the impact of technology is greatly needed to create Islamic education that is relevant to the times.

The application of technology in Islamic education also faces significant challenges related to limited infrastructure and resources. Many Islamic educational institutions, especially those located in remote areas, struggle to provide access to the technology needed to implement a digital curriculum. A study by UNESCO noted that the digital divide remains a major issue in education, including in countries with a majority Muslim population, where 70% of students in remote areas do not have access to digital devices or the internet (Jamil, 2021). To address this challenge, Islamic education management needs to design policies that prioritize the equitable provision of technological infrastructure so that every Islamic educational institution can access and utilize technology optimally.

In the era of Society 5.0, the integration of Islamic values with technology becomes very important (Anwar et al., 2025). Rapidly developing technology can have a positive impact on character formation and student spirituality if managed wisely. Some Islamic educational institutions have begun to develop curricula that combine religious lessons with technological skills, such as teaching programming based on Islamic ethical values. For example, Islamic boarding schools (pesantren) in Indonesia that utilize Islamic-based learning applications to improve the quality of education while maintaining religious values. Therefore, the development of a curriculum that integrates technology and Islamic values can help produce graduates who are not only intellectually smart but also possess good morals.

To face this challenge, appropriate managerial strategies are needed to ensure that Islamic education remains relevant in the face of changing times (Taufik, 2020). Effective educational management will enable Islamic educational institutions to leverage technology, improve teaching quality, and facilitate the development of student competencies based on the needs of modern society. According to the World Economic Forum report (2021), data-driven and technology-based managerial strategies can significantly improve educational outcomes in various countries, including those with large Muslim populations. Therefore, the development of innovative and data-driven managerial strategies is key to creating an Islamic education system that is responsive to social and technological changes, and capable of producing a competent and character-driven future generation.

METHOD

This research uses a mixed-methods approach, which combines quantitative and qualitative methods to provide a more comprehensive understanding of the implementation of Islamic education management in facing the Society 5.0 era (Östlund et al., 2011). This approach allows researchers to explore existing phenomena in depth through interviews and focus group discussions, while also collecting quantitative data to measure the extent to which digital transformation has influenced Islamic education management. Several previous studies, such as those conducted by Cresswell, have shown that the use of mixed methods can provide broader and deeper insights into social and educational dynamics. With this approach, researchers can explore both qualitative and quantitative aspects of technology implementation in Islamic education, as well as how managerial systems can support these changes.

Data collection was conducted through two main methods: surveys and in-depth interviews (Jain, 2021). Quantitative surveys are used to collect data from a larger group of respondents, such as school principals, teachers, and managers of Islamic educational institutions, to understand the extent to which they have adopted technology in their managerial systems. This survey includes questions about the use of technology in learning, technology-based leadership, as well as the challenges and opportunities they face. In-depth interviews, on the other hand, were conducted with several school principals and pesantren administrators to delve deeper into the managerial strategies they implement, as well as their views on the integration of Islamic values with technology. By combining these two methods, the data collected can provide a more holistic picture of the transformation of Islamic education management in facing the challenges of Society 5.0.

Data obtained from the quantitative survey were analyzed using statistical software, such as SPSS, to get an overview of the level of technology adoption and its impact on Islamic education management (Connolly, 2007). Descriptive statistical analysis, such as frequency, percentage, and average, is used to identify trends and patterns in the data. For example, the analysis can show the extent to which Islamic educational institutions use digital platforms, such as e-learning, and how it affects the quality of learning. Additionally, data from qualitative interviews are analyzed using thematic analysis techniques, where interview transcripts are coded to identify key themes related to challenges, policies, and managerial strategies in technology implementation. By using these two analysis techniques, researchers can map the relationship between Islamic education management and technology, as well as explore the factors that influence the success or failure in the implementation of digital-based systems.

To ensure the validity and reliability of the data, this research uses data triangulation, which involves collecting data from various sources and methods (Moon, 2019). Triangulation increases the accuracy of research results and reduces potential bias (Donkoh & Mensah, 2023). By combining quantitative data from surveys and qualitative data from interviews, as well as verifying with literature and previous studies, researchers can ensure that the findings of this research reflect an objective and valid reality. Furthermore, the reliability of the data will be tested through a pilot study of the research instruments on a small sample before the main study is conducted to ensure measurement consistency. With this approach, the research results are expected to provide solid and reliable recommendations for the development of Islamic education management that is more responsive to technological and social changes.

RESULT AND DISCUSSION

1. Adoption of Technology in Islamic Education

Based on the survey results involving 150 respondents from various Islamic educational institutions (pesantren, madrasah, and Islamic schools), approximately 68% of respondents reported that they have integrated technology into their teaching, although its implementation is still limited to the use of online learning platforms and social media for communication (Ahmed et al., 2022). This indicates that although the adoption of technology has begun, there are still significant challenges in terms of infrastructure and teacher readiness. Most Islamic educational institutions that do not fully adopt technology argue that budget constraints and the low level of teachers' digital skills are the main obstacles. According to the Technological Pedagogical Content Knowledge (TPACK) theory by Koehler and Mishra, the success of technology integration in education heavily depends on teachers' skills in combining content knowledge, pedagogy, and technology. Intensive training is required for administrators and educators so that they are better prepared to face the challenges of digitalization (Lalbiakzuali & Mishra, n.d.).

2. Leadership in Islamic Education Management

The results of in-depth interviews with 15 school principals and pesantren managers indicate that adaptive and technology-based leadership is a key factor in creating responsive educational management. Principals with a digital vision tend to be more successful in designing policies that support the integration of technology in the learning process (Timotheou et al., 2023). This aligns with Bass's transformational leadership theory, which states that leaders who can motivate and inspire their followers to embrace change tend to be more successful in facing new challenges. A principal at a pesantren in East Java stated, "We started with technology training for teachers and continuously monitored the development of technology use in the classroom, which has proven to improve the quality of learning." Leadership that focuses on developing digital competencies among administrators and educators is an effective step to face the challenges of Society 5.0.

3. Infrastructure and Resources

Although technology has been adopted in many Islamic educational institutions, infrastructure challenges remain a significant barrier (Heurteloup & Moustaghfir, 2020). Research results show that 40% of respondents indicated that they do not have adequate access to technological devices such as computers and stable internet. This is related to the limited infrastructure disparities in certain areas. Survey data shows that more than 60% of Islamic educational institutions located in urban areas have better access to technology compared to those in rural areas. To address this issue, policies aimed at equitable distribution of technological resources must be prioritized. The concept put forward by Norris is relevant here, which shows that disparities in access to technology can exacerbate educational gaps. Therefore, policies that ensure equitable access to technology across all Islamic educational institutions are very important.

4. Discussion on the Integration of Islamic Values with Technology

The integration of Islamic values in technology-based learning has become an important issue in this research (Abdillah, 2024). Based on the results of interviews with teachers and school principals, most Islamic educational institutions that use technology in teaching attempt to integrate materials that align with Islamic values. This is important to maintain the identity of Islamic education amidst the rapid currents of globalization and digitalization. As suggested by Muhammad al-Ghazali, Islamic education must be able to maintain a balance between worldly and spiritual knowledge, and prioritize ethics and morals in the learning process (Azman et al., 2024). In practice, pesantren and madrasah have developed curricula that not only teach technology but also the ethical use of technology in accordance with Islamic teachings. The integration of technology with Islamic values has a positive impact on the character formation of students, while also ensuring that education remains within the bounds of religion.

The research results show that although there is technology adoption in Islamic educational institutions, significant challenges such as limited infrastructure and the readiness of educators need to be addressed to achieve more optimal transformation. The integration of Islamic values with technology becomes key in creating relevant and moral education amidst changing times. The presence of innovative and adaptive leadership in managing these changes also plays a crucial role in ensuring the success of Islamic education management that is responsive to the developments of Society 5.0.

CONCLUSION

The conclusion of this research shows that Islamic education management in the Society 5.0 era faces significant challenges related to technology adoption, limited infrastructure, and the readiness of educators. Although technology has been adopted in most Islamic educational institutions, there are still gaps in access and digital skills that need to be addressed immediately. Innovative and technology-based

leadership becomes a key factor in designing policies that support this transformation, while the integration of Islamic values with technology remains important to maintain the identity of Islamic education. To achieve a more responsive education system, it is necessary to ensure equitable access to technology and intensive training for administrators and educators. With the right managerial strategies, Islamic education can face challenges and harness the potential of technology to improve the quality of education in the future.

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