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RESEARCH ARTICLE

Transformation of Islamic Religious Education Learning in the Era of Society 5.0: A Theoretical and Conceptual Study

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Kata Kunci:
Pendidikan Agama Islam, Society 5.0, Transformasi Pembelajaran

Abstrak

Era Society 5.0 menghadirkan perubahan fundamental dalam berbagai aspek kehidupan, termasuk sektor pendidikan. Integrasi teknologi digital, kecerdasan buatan (Artificial Intelligence), Internet of Things (IoT), dan big data menuntut adanya transformasi dalam proses pembelajaran Pendidikan Agama Islam (PAI) agar tetap relevan dengan kebutuhan peserta didik abad ke-21. Penelitian ini bertujuan untuk menganalisis secara teoretis dan konseptual transformasi pembelajaran PAI di Era Society 5.0 serta implikasinya terhadap pengembangan kompetensi peserta didik.Penelitian ini menggunakan pendekatan kualitatif dengan metode studi pustaka (library research). Data diperoleh dari berbagai sumber literatur, seperti buku, artikel jurnal bereputasi, dokumen kebijakan pendidikan, serta publikasi ilmiah yang relevan dengan pembelajaran PAI dan Society 5.0. Analisis data dilakukan melalui teknik analisis isi (content analysis) untuk mengidentifikasi tema-tema utama yang berkaitan dengan transformasi pembelajaran PAI. Hasil kajian menunjukkan bahwa transformasi pembelajaran PAI di Era Society 5.0 ditandai oleh pemanfaatan teknologi digital dalam proses pembelajaran, penguatan literasi digital dan literasi keagamaan, penerapan model pembelajaran berbasis peserta didik (student-centered learning), serta integrasi nilai-nilai Islam dengan kompetensi abad ke-21. Selain itu, peran guru mengalami pergeseran dari sumber utama informasi menjadi fasilitator, mentor, dan pembimbing spiritual yang mampu mengarahkan peserta didik dalam memanfaatkan teknologi secara bijaksana dan beretika.

Key Word:
Islamic Religious Education, Society 5.0, Learning Transformation

Abstract

The Society 5.0 era presents fundamental changes in various aspects of life, including the education sector. The integration of digital technology, artificial intelligence (AI), the Internet of Things (IoT), and big data demands a transformation in the Islamic Religious Education (PAI) learning process to remain relevant to the needs of 21st-century students. This study aims to theoretically and conceptually analyze the transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era and its implications for student competency development. This study used a qualitative approach with library research methods. Data were obtained from various literature sources, such as books, reputable journal articles, education policy documents, and scientific publications relevant to Islamic Religious Education (PAI) learning and Society 5.0. Data analysis was conducted using content analysis techniques to identify key themes related to the transformation of Islamic Religious Education (PAI) learning. The study results indicate that the transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era is characterized by the use of digital technology in the learning process, strengthening digital and religious literacy, implementing student-centered learning models, and integrating Islamic values with 21st-century competencies. Furthermore, the role of teachers has shifted from being primary sources of information to facilitators, mentors, and spiritual guides capable of guiding students in the wise and ethical use of technology.

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PENDAHULUAN

TheThe rapid development of digital technology in the Industrial Revolution 4.0 era has brought significant changes to various sectors of life, including education(Winiasri et al., 2023). The Industrial Revolution 4.0 is characterized by the integration of technologies such as Artificial Intelligence (AI), the Internet of Things (IoT), Big Data, and Cyber-Physical Systems, enabling automation and broader connectivity in various human activities(Dewanto et al., 2024; Ichsan et al., 2023; Oktarina et al., 2021). However, along with these developments, the concept of Society 5.0, introduced by Japan, has emerged as a new paradigm that places humans at the center of technological innovation(Curriculum et al., 2026). Society

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5.0 focuses not only on technological advancement but also on utilizing technology to sustainably improve the quality of human life through the integration of physical space and cyberspace (Fukuyama, 2018). In the context of education, this concept encourages the transformation of learning systems to be more adaptive, flexible, and oriented to the needs of learners in the digital age (Hermann et al., 2016).

The transformation of education in the Society 5.0 era demands the development of 21st-century competencies, including critical thinking, creativity, collaboration, and communication(Parhan et al., 2024; Rahmawati & Hamka, 2026). These competencies are crucial for students to address the increasingly complex and dynamic nature of global issues. The use of Artificial Intelligence (AI), Big Data, the Internet of Things (IoT), and Cyber-Physical Systems in education enables more personalized, interactive, and data-driven learning processes, thereby increasing learning effectiveness (OECD, 2019). Therefore, transforming the education system is an unavoidable necessity to prepare human resources who are not only academically superior but also able to adapt to the ever-evolving global social and technological changes (UNESCO, 2021).

Islamic Religious Education (PAI) plays a strategic role in shaping the character, morality, and spirituality of students amidst increasingly complex social dynamics(Asmonah, n.d.). PAI serves not only as a means of transferring religious knowledge but also as an instrument for internalizing Islamic values, aiming to shape individuals who are faithful, pious, and virtuous(Padila et al., 2025; Zainuddin et al., 2026). However, the rapid development of digital technology has presented various new challenges, such as increased access to unlimited information, changing patterns of social interaction, and the emergence of various phenomena that have the potential to erode the moral and religious values of the younger generation(Anwar et al., 2025). Various studies have shown that uncontrolled technology use can trigger moral degradation, identity crises, consumer behavior, cyberbullying, and even the misuse of digital media, all of which impact students' character development (Ainiyah, 2018; Rahman, 2019). This situation suggests that PAI needs to transform to remain relevant in meeting educational needs in the digital era (Firnando et al., 2025).

On the other hand, there remains a gap between the development of educational technology and PAI learning practices, which tend to use conventional, teacher-centered approaches(Huringiin & Yasmin, 2021). Learning models that emphasize memorization and lectures often fail to accommodate the characteristics of the digital generation, accustomed to interactive, collaborative, and technology-based learning. Therefore, innovations in Islamic Religious Education (PAI) learning are needed that can integrate digital technology with Islamic values in a balanced manner(Shobri & Jaosantia, 2025). This transformation aims not only to increase learning effectiveness but also to strengthen students' abilities to face the challenges of modern life without losing their religious identity(Anisa, 2026; Zainuddin et al., 2024). Therefore, Islamic Religious Education (PAI) learning must be directed at developing spiritual, social, and digital competencies that align with the demands of the 21st century (Azra, 2019; Hidayat & Khotimah, 2022).

Society 5.0 is a concept for a future society developed by the Japanese government that places humans at the center of digital technology utilization(Victorya et al., 2025). Unlike the Industrial Revolution 4.0, which emphasized automation and technology-based efficiency, Society 5.0 focuses on the integration of intelligent technology and human needs to create a higher quality, more inclusive, and more sustainable life (Fukuyama, 2018). This concept utilizes technologies such as Artificial Intelligence (AI), Big Data, the Internet of Things (IoT), and Cyber-Physical Systems to effectively address various social problems. In education, Society 5.0 encourages the creation of a learning system that is more personalized, flexible, and adaptive to students' needs, so that the learning process is no longer limited by space and time (Shiroishi et al., 2018).

The implementation of Society 5.0 in education presents both opportunities and challenges. On the one hand, technology enables innovative learning through the use of digital platforms, learning analytics, and artificial intelligence-based learning systems that can improve the quality of education. On the other hand, emerging challenges include the digital literacy gap, human resource readiness, and the potential for reduced social interaction and human values if technology is overused(Santosa & S., 2020; Wantu et al., 2024). Therefore, education in the Society 5.0 era must be directed towards producing human resources who not only excel in technological mastery but also possess strong character, critical thinking skills, creativity, collaboration, and effective communication as key competencies for the 21st century (OECD, 2019; UNESCO, 2021). Thus, education plays a crucial role in developing a generation capable of competing globally while upholding moral and human values (Nasution et al., 2025).

The transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era is marked by a paradigm shift from teacher-centered to student-centered learning, which places students as the primary

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subjects in the learning process. This paradigm encourages students to actively construct knowledge, develop critical thinking skills, and internalize Islamic values through meaningful learning experiences(Hasanah, 2024). In this context, the use of educational technology such as Learning Management Systems (LMS), digital media, learning applications, and various online learning platforms is a crucial instrument in increasing the effectiveness and flexibility of PAI learning(Hanifah et al., 2026). The presence of technology enables the learning process to be more personalized, interactive, and not limited by space and time, allowing students to access Islamic learning resources broadly and sustainably (Anderson & Dron, 2011; Ally, 2019). This transformation also aligns with the demands of 21st-century education, which emphasizes mastery of critical thinking, creativity, collaboration, and communication competencies.

Furthermore, the transformation of PAI learning is not only oriented towards the use of technology, but also towards integrating technology with Islamic values as the foundation for developing student character. Collaborative, interactive, and project-based learning models can be a means to develop problem-solving skills while strengthening religious values in everyday life. Through this approach, students not only acquire adequate digital literacy but also develop strong religious literacy, enabling them to filter information critically and responsibly in accordance with Islamic principles. Therefore, Islamic Religious Education (PAI) learning in the Society 5.0 era must be able to produce a generation that is technologically proficient and possesses strong moral and spiritual integrity in facing various global challenges (Aoun, 2017; Rahman, 2019).

Research on Society 5.0 in education shows that the use of digital technologies, such as Artificial Intelligence (AI), Big Data, and the Internet of Things (IoT), can improve learning effectiveness, personalize education, and develop students' 21st-century competencies (Fukuyama, 2018; Shiroishi et al., 2018). Furthermore, various studies related to the digitalization of Islamic Religious Education (PAI) learning have revealed that the use of Learning Management Systems (LMS), digital media, and online learning platforms can improve the accessibility, interactivity, and quality of religious learning (Hidayat & Khotimah, 2022). Other research also highlights the importance of PAI teachers' digital competencies in supporting the implementation of technology-based learning and the integration of character education through digital media to strengthen students' moral and spiritual values (Mishra & Koehler, 2006; Redecker, 2017). In general, the synthesis of previous research indicates that technology has significant potential to improve the quality of education, including Islamic education, when supported by adequate teacher competency and appropriate learning strategies (Hariyadi et al., 2023; Santosa et al., 2020).

However, most research still focuses on the technical aspects of technology utilization in learning and has not yet explored the relationship between the Society 5.0 concept and the philosophy and objectives of Islamic Religious Education(Anwar et al., 2025). Studies that integrate modern educational theory, 21st-century competencies, digital literacy, and Islamic values within a coherent conceptual framework are still relatively limited. Therefore, this study offers a novelty in the form of a conceptual model for transforming Islamic Religious Education learning based on Society 5.0, which integrates digital technology with the Islamic education paradigm. This model not only explains the relationship between digital literacy, 21st-century competencies, and the strengthening of Islamic values, but also provides a theoretical foundation for developing Islamic Religious Education learning that is adaptive, humanistic, and relevant to future challenges (Aoun, 2017; UNESCO, 2021). Therefore, this research is expected to fill the literature gap and enrich conceptual studies on the transformation of Islamic education in the digital era.

METODE PENELITIAN

This research uses a qualitative approach using a library research method, aiming to analyze in-depth the concept of Islamic Religious Education (PAI) learning transformation in the Society 5.0 era based on various relevant literature sources. This library study was chosen because it allows researchers to explore, interpret, and synthesize various theories, concepts, and previous research findings related to Society 5.0, educational transformation, learning technology, and Islamic Religious Education. The research data sources consist of secondary data obtained from scientific books, reputable national and international journal articles, conference proceedings, education policy documents, international agency reports, and other literature relevant to the research focus. Data collection was conducted through a systematic search of various scientific databases, such as Google Scholar, Scopus, Web of Science, and other trusted academic sources. Data analysis was conducted using content analysis techniques, which include the processes of identifying, classifying, interpreting, and synthesizing information from various literature sources. The analysis stage began with selecting literature based on topic relevance, publication quality, and its contribution to the study of Islamic Religious Education (PAI) learning transformation. Next, the collected data was analyzed to

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identify key themes, patterns of relationships between concepts, and research gaps that require further development. The results of the analysis were then used to develop a conceptual framework for transforming Islamic Religious Education (PAI) learning based on Society 5.0, integrating digital technology, 21st-century competencies, and Islamic values. This approach is expected to yield a comprehensive and in-depth understanding of the direction of Islamic Religious Education (PAI) learning development that is relevant to the demands of the digital era and the needs of future society.

HASIL DAN PEMBAHASAN

TheBased on the results of a synthesis of thirteen previous studies, it was found that the transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era is characterized by the increased integration of digital technology into the learning process, the strengthening of teachers' digital competencies, and a shift in the learning paradigm from teacher-centered to student-centered learning. Various studies have shown that the use of digital media, online learning platforms, artificial intelligence, and information technology can improve learning effectiveness, material accessibility, and student participation in the learning process. The results of the analysis of 13 articles can be seen in Table 1.

Table 1. Relevant Studies on the Transformation of Islamic Religious Education (IRE) Learning in the Society 5.0 Era

No.	Author(s) / Year	Research Focus	Main Findings
1	Reksiana (2024)	Digital Literacy Competence of IRE Teachers	Teachers' digital literacy is a key factor in the successful implementation of technology-based Islamic Religious Education learning.
2	Akbar & Saidah (2025)	Transformation of IRE Teacher Competencies in the 21st Century	IRE teachers are required to master technology, creativity, innovation, and digital pedagogy.
3	Riandi et al. (2026)	Professionalism of IRE Teachers in the Digital Era	Teacher professionalism improves through the integration of digital technology and innovative learning practices.
4	Muslikh (2024)	Challenges of Islamic Education in Society 5.0	Islamic education needs to integrate Artificial Intelligence (AI), the Internet of Things (IoT), and Islamic values harmoniously.
5	Yafithufail (2025)	Integration of IRE and Information Technology	The integration of information technology strengthens character education and promotes digital ethics among students.
6	Apriyani (2025)	Management Strategies for IRE Teachers	Adaptive management strategies are essential for teachers in responding to digital transformation challenges.
7	Uy et al. (2025)	Utilization of Digital Technology in IRE Learning	Digital technology enhances learning effectiveness, interactivity, and accessibility.
8	Rabbani Journal (2025)	Technology Literacy and Digital Media in IRE	Technology literacy supports diverse learning styles and improves student engagement.
9	Anam et al. (2024)	Teaching Methods and Learning Media in Society 5.0	Digital learning media encourage flexible, collaborative, and student-centered learning environments.
10	Salsabila et al. (2022)	Educational Technology in Islamic Education	Technology-based constructivist approaches increase student participation and learning outcomes.
11	Azizah et al. (2023)	Social Competence of Islamic Education Teachers in Society 5.0	Social competence and digital competence must develop simultaneously to ensure effective teaching.
12	Hasyim (2025)	Islamic Education in the Society 5.0 Era	Educational transformation requires adequate infrastructure and human resource readiness.
13	Andryadi (2025)	The Existence of Islamic Religious Education in the Digital Era	IRE plays a strategic role in preserving religious values amid rapid technological disruption.

Table 1. synthesis of thirteen relevant studies indicates that the transformation of Islamic Religious Education (IRE) learning in the Society 5.0 era is characterized by the increasing integration of digital technologies into educational processes, the enhancement of teachers' digital competencies, and the shift from teacher-centered to student-centered learning approaches. The reviewed studies consistently demonstrate that digital platforms, artificial intelligence, learning management systems, and interactive media contribute significantly to improving learning effectiveness, accessibility, collaboration, and student engagement. Furthermore, digital literacy has emerged as a fundamental competency for IRE teachers, enabling them to facilitate meaningful learning experiences while responding to the demands of a technology-driven educational environment.

The findings of this theoretical and conceptual study further reveal that the transformation of IRE learning in the Society 5.0 era should not merely focus on technological adaptation but also on the integration of Islamic values, character education, and ethical digital citizenship. Unlike previous studies that predominantly emphasized technical aspects of educational technology, this study proposes a conceptual framework that combines pedagogical transformation, technological innovation, and Islamic value internalization. Consequently, the future model of IRE learning should aim to develop learners who possess

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not only digital competencies and twenty-first-century skills but also strong spiritual awareness, moral responsibility, and Islamic character capable of addressing the challenges of an increasingly complex digital society.

The results of this study indicate that the transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era is an inevitability influenced by developments in digital technology, artificial intelligence, big data, the Internet of Things (IoT), and network-based learning systems. This transformation not only changes media and learning methods but also shifts the educational paradigm from teacher-centered learning to student-centered learning, which is more flexible, collaborative, and based on learning experiences. This finding aligns with research by Muslikh (2024), who stated that Islamic education in the Society 5.0 era must be able to adapt to technological developments without losing its orientation towards Islamic spiritual and moral values. From a constructivist perspective, technology functions as a tool that enables students to construct knowledge independently through interaction with various digital learning resources (Firnando et al., 2025).

The research findings also indicate that teachers' digital competence is a central factor in the success of the transformation of Islamic Religious Education (PAI) learning(Zainuddin et al., 2024). Teachers no longer act as the sole source of information, but rather as facilitators, mentors, and guides capable of guiding students in utilizing technology productively and ethically. These results support research by Reksiana (2024), which found that teachers' digital literacy significantly influences the effectiveness of technology-based learning. Similarly, Akbar and Saidah (2025) emphasized that Islamic Religious Education (PAI) teachers in the 21st century must master digital pedagogical competencies, critical thinking skills, creativity, communication, and collaboration to face the challenges of modern education. Therefore, improving teachers' digital competencies is a strategic agenda for Islamic education reform in the digital era (Asmonah, n.d.).

This study also found that integrating technology into Islamic Religious Education (PAI) learning can improve the quality of students' learning experiences through the use of Learning Management Systems (LMS), interactive multimedia, learning videos, Artificial Intelligence (AI)-based applications, and other digital learning resources. The use of this technology allows for more personalized, adaptive, and student-centered learning. These findings are consistent with research by Uy et al. (2025), which concluded that the use of digital technology can increase the effectiveness and interactivity of Islamic Religious Education (PAI) learning. Similar results were also reported by Salsabila et al. (2022) found that a technology-based learning approach can increase active student participation and encourage the development of higher-order thinking skills (Rahman et al., 2023).

Furthermore, this study emphasizes that the transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era should not solely focus on the technical aspects of technology use, but must remain grounded in the primary goal of Islamic education, namely the formation of character and noble morals. These findings demonstrate that technology should be positioned as an instrument to strengthen the internalization of Islamic values, rather than as the ultimate goal of education(Firnando et al., 2025). These results support research by Yafithufail (2025), who stated that the integration of technology in Islamic education must be balanced with the strengthening of character education and digital ethics. Furthermore, Andryadi (2025) emphasized that the existence of Islamic Religious Education in the digital era plays a strategic role in maintaining students' religious identity amidst the rapid flow of global information that often aligns with Islamic values.

Another interesting finding is the importance of developing students' digital literacy as an integral part of the transformation of Islamic Religious Education (PAI) learning. Digital literacy encompasses not only the ability to access and use technology, but also the ability to evaluate information, think critically, maintain digital security, and apply media ethics in accordance with Islamic teachings. The results of this study align with research published in the Rabbani Journal (2025), which shows that technological and digital media literacy contribute to improving the quality of learning and preparing students to face the challenges of the 21st century. Therefore, Islamic Religious Education (PAI) learning in the Society 5.0 era needs to integrate digital literacy education with the strengthening of religious values so that students can become intelligent

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and moral digital citizens (Victorya et al., 2025); (Asnur et al., 2024).

KESIMPULAN

Based on the research results, it can be concluded that the transformation of Islamic Religious Education (PAI) learning in the Society 5.0 era is characterized by the use of digital technology in the learning process, strengthening digital and religious literacy, implementing student-centered learning models, and integrating Islamic values with 21st-century competencies. Furthermore, the role of teachers has shifted from being the primary source of information to being facilitators, mentors, and spiritual guides capable of guiding students in using technology wisely and ethically.

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