

TRANSFORMING ISLAMIC EDUCATION MANAGEMENT IN EMPOWERING SUSTAINABLE EDUCATION IN SOCIETY 5.0

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ABSTRAK

Abstrak: Di era Society 5.0, dimana teknologi dan masyarakat menyatu, manajemen pendidikan Islam memainkan peran penting dalam mendorong pendidikan berkelanjutan. Untuk menyelaraskan ajarannya dengan tujuan pendidikan berkelanjutan di Society 5.0, institusi pendidikan Islam harus mengalami perubahan transformasional. Penelitian ini bertujuan untuk mengetahui strategi transformasi manajemen pendidikan untuk mendukung pendidikan berkelanjutan di era Society 5.0. Penelitian ini menggunakan metodologi penelitian kepustakaan. Hasil penelitiannya adalah manajemen pendidikan Islam harus bertransformasi dalam Integrasi Teknologi, Kurikulum dengan Pendekatan Holistik, Mengembangkan Keterampilan Pemecahan Masalah dan Berpikir Kritis, serta Keterlibatan Masyarakat dan Pembelajaran berbasis Pengabdian.

Abstract: *In the age of Society 5.0, when technology and society intersect, the management of Islamic education plays a vital role in advancing sustainable education. In order to harmonize their teachings with the objectives of sustainable education in Society 5.0, Islamic educational institutions must undertake transformative reforms. The research seeks to identify the strategy for transforming education management in order to facilitate sustainable education in the era of Society 5.0. The study employed a library-based research methodology. The findings of the study indicate that Islamic education management should undergo transformation in several areas, namely Technology Integration, Curriculum with a Holistic Approach, Developing Problem-Solving and Critical Thinking Skills, and Community Engagement and Service-Learning.*

A. BACKGROUND

The term "Society 5.0" refers to an advanced, technologically focused society. Within the framework of Sustainable Society 5.0, there has been a lot of discussion on how important education is for promoting sustainable development. The goal of sustainable education is to provide students with the critical thinking skills, practical knowledge, and ethical principles necessary to solve global problems and build a better, more sustainable world. Imam (2020) argues that Islamic education plays a pivotal role in developing morally responsible, socially aware, and steadfastly committed people within the larger framework of sustainable education. In the age of Society 5.0, the promotion of sustainable education is greatly influenced by the administration of Islamic education.

The principles and teachings of Islam form the foundation of Islamic education. It takes into account all relevant aspects, including social, economic, and environmental ones, in addition to religious teachings. According to Bahri (2022), Islamic teachings provide a comprehensive strategy for sustainability by stressing the interconnectedness of humans and the natural world.

To ensure that educational institutions are consistent with Islamic principles and beliefs, Islamic education management incorporates Islamic teachings and ideas. We hope that by doing this, we might inspire people to care for the planet, each other, and the generations to come. Incorporating sustainability concepts into the curriculum, encouraging ethical principles, and promoting ecologically sensitive behaviors are all priorities for

the Islamic education administration (Mubarak, 2004).

Islamic education administrators in the era of Society 5.0 need to be flexible in order to meet the world's changing needs. Numerous crucial components must be present for sustainability to be included into the management of Islamic education. The onus for addressing contemporary sustainability concerns and incorporating sustainability concepts into the curriculum of Islamic educational institutions is on them. Curriculum goals should include teaching students to think critically and solve problems, with an emphasis on environmental protection, social justice, and ethical responsibility. Islamic school management should use pedagogical strategies that encourage students to actively participate in their own education, develop their critical thinking skills, and find real-world applications for what they've learned (Hasan & Ramli, 2023). Students may get a better understanding of sustainability challenges and how to put their knowledge into practice by participating in hands-on activities and going on field excursions. Administration of Islamic education.

Promoting sustainable activities and behaviors requires a strong emphasis on ethical principles. Sustainable development is a key goal of Islam, and the religion stresses the importance of principles like justice, empathy, and responsible management. In order for students to be able to make moral decisions and help create a more sustainable society, Islamic schools stress and teach a set of core values (Hadiapurwa et al., 2021).

Sustainable practices are promoted by Islamic education management, which in turn encourages environmental conservation. Implementing energy-efficient measures, developing methods to reduce waste, and raising environmental awareness among community members, students, and staff are all part of this. When it comes to encouraging sustainable habits and community participation outside of the classroom, Islamic educational institutions are vital. Building partnerships with local communities allows institutions to tackle sustainability issues together while also making a positive impact on society and the environment (Khaira et al., 2021).

Managing Islamic education in a way that is sustainable presents both challenges and possibilities. Traditional Islamic pedagogy places more value on memorising facts and figures than on

developing students' abilities to think critically and solve problems. In order to implement student-centered and experiential learning strategies, teachers may have to change the way they think and do things. Due to a lack of resources, Islamic educational institutions, especially those in less developed countries, may face challenges regarding infrastructure, financing, and the accessibility of essential teaching materials. It is critical to embrace creative approaches and establish cooperative alliances to overcome these obstacles and guarantee inclusive and equal access to high-quality education. For education to thrive in the age of Society 5.0, Islamic schools must be well-managed. In their quest for a better, more sustainable future, Islamic schools encourage students to take action as changemakers. Achieving this goal requires community involvement, ethical value cultivation, environmental awareness campaigns, and curricular integration of sustainability principles.

Consistent with Islamic teachings and the global goal for sustainable development, sustainable education is an approach that should be widely pursued. By fostering people with the information, abilities, and principles to tackle sustainability issues, Islamic education plays a crucial role in achieving the ultimate goal of building a fair, inclusive, and sustainable society.

"Society 5.0" refers to an advanced society that places a premium on technological advancements. Within the framework of Sustainable Society, a lot of attention has been given to the role of education in promoting sustainable development. Version 5.0. The goal of sustainable education is to provide students with the critical thinking skills, practical knowledge, and ethical principles necessary to solve global problems and build a better, more sustainable world. Imam (2020) argues that Islamic education plays a pivotal role in developing morally responsible, socially aware, and steadfastly committed people within the larger framework of sustainable education. In the age of Society 5.0, the promotion of sustainable education is greatly influenced by the administration of Islamic education.

The principles and teachings of Islam form the foundation of Islamic education. It uses an all-encompassing strategy that takes into account not only religious teachings but also societal, economic, and ecological aspects. According to Bahri (2022),

Islamic teachings provide a comprehensive strategy for sustainability by stressing the interconnectedness of humans and the natural world. To guarantee that educational institutions adhere to Islamic principles and values, Islamic education management incorporates Islamic teachings and ideas. We hope that by doing this, we might inspire people to care for the planet, each other, and the generations to come. Incorporating sustainability concepts into the curriculum, encouraging ethical principles, and promoting ecologically sensitive behaviors are all priorities for the Islamic education administration (Mubarak, 2004).

Adapting to the changing global needs and difficulties is essential for Islamic education administration in the Society 5.0 era. The management of Islamic education must include sustainability, which comprises several crucial components. The onus for addressing current sustainability concerns and incorporating sustainability concepts into the curriculum of Islamic educational institutions is on them. Curriculum goals should include teaching students to think critically and solve problems, with an emphasis on environmental protection, social justice, and ethical responsibility. Islamic school management should use pedagogical strategies that encourage students to actively participate in their own education, develop their critical thinking skills, and find real-world applications for what they've learned (Hasan & Ramli, 2023). Students may get a better understanding of sustainability ideas and practise putting them into practice via the use of experiential learning strategies including field excursions and hands-on activities.

Administration of Islamic education. Promoting sustainable activities and behaviors requires a strong emphasis on ethical principles. Sustainable development is a key goal of Islam, and the religion stresses the importance of principles like justice, empathy, and responsible management. In order for people to be able to make moral decisions and help create a more sustainable society, Islamic schools teach and encourage a set of core principles (Hadiapurwa et al., 2021).

Sustainable practices are promoted by Islamic education management, which in turn encourages environmental conservation. Implementing energy-efficient measures, developing methods to reduce waste, and raising environmental awareness among

community members, students, and staff are all part of this. Beyond the classroom, Islamic educational institutions are vital in encouraging sustainability practices and community involvement. In order to tackle sustainability issues together, institutions may greatly benefit society and the environment by encouraging local communities to work together on projects (Khaira et al., 2021).

The area of Islamic education management has recently undergone advancements that have concentrated on using a variety of transformative tactics to address the challenges of the twenty-first century. Jannah, Shafika et al., (2023) covers the integration of technology into curriculum development, data administration, and education, but it also comes with drawbacks including expense and the requirement for specialized knowledge. Mardhiah, Musgamy et al., (2023) focuses on adjustments in management, pedagogy, educational practices, and evaluation techniques, was implemented in Indonesia as an example of this shift. (Nursalim, 2023) entails extensive management practice improvements as well as the creation of regulations to support the growth of inventive, creative, and morally upright people in surroundings that encourage them (Nursalim, 2023). However the rerechers did not give comprehensive insight about the transforming Islamic education management to support and promote Society 5.0.

To promote sustainable education in the age of Society 5.0, it is essential to efficiently administer Islamic education. Those who attend Islamic schools are encouraged to become agents of good change who may help bring about a more sustainable world. Sustainability principles are integrated into the curriculum, ethical values are fostered, ecologically friendly behaviors are promoted, and community engagement is actively pursued to accomplish this.

The purpose of this research is to determine the management transformation strategies in education to support sustainable education in the era of Society 5.0. In accordance with Islamic principles and the worldwide objective of sustainable development, the pursuit of sustainable education should be embraced on a broad scale. Islamic education plays a crucial role in reaching the ultimate objective of constructing a just, inclusive, and sustainable society by nurturing individuals with the necessary knowledge, skills, and values to address sustainability challenges.

B. RESEARCH METHOD

This research draws on a wide range of ideas from earlier studies that also relied on library research. Library research includes a number of tasks, including reading, documenting, and analyzing research resources (Togia & Malliari, 2017). Researchers are working on the idea of Education Management Transformation using library resources to ensure the continued viability of education in the future. Section 5.0

Study data analysis includes a number of phases, such as data reduction, data presentation, and conclusion writing (Ponto, 2015). We had reached the stage when we needed to extract the most relevant information from the study data. At the data presentation stage, narratives and explanations were used to illustrate the data. The last stage is to develop conclusions and inferences based on the available data and the study's results.

C. RESULT AND DISCUSSION

1. Technology Integration

Islamic education administrators must embrace and integrate technology into their pedagogical practices if they are to foster sustainable education in Society 5.0. Online learning tools, interactive platforms, and digital materials are all part of this. With the use of technology, Islamic schools may increase student participation, personalize their lessons, and open up new avenues for learning outside the traditional classroom. Investments in infrastructure, digital literacy training for teachers and students, and universal access to technology are all necessary for this shift.

To support sustainable education in the Society 5.0 age, it is essential to integrate technology to help Islamic education management evolve (Hidayat et al., 2022). Because it facilitates worldwide cooperation, makes information easily accessible, and encourages interactive learning, technology has become a crucial tool in education (Setyanto et al., 2017). The potential for technological advancements in Islamic education to enhance pedagogy, promote environmentally responsible practices, and provide students with the digital skills they'll need to succeed in today's world is exciting. According to Surahman et al. (2021), this study delves into the significance of using technology into Islamic school administration in order to foster long-term sustainability in education in the context of

Society 5.0. The main benefit of using technology to handle Islamic education is that it improves access to education. Thanks to technological advancements, students from all over the world may now quickly access educational materials, courses, and experts, regardless of their physical location. Islamic education may now be accessible to all people, regardless of their location, thanks to online learning platforms, digital libraries, and virtual classrooms. People are empowered to make a difference in their communities when sustainable education is made more accessible, which promotes inclusion and ensures it reaches more people (Afwan Yazid, 2021).

Integrating technology into Islamic education administration allows for the development of engaging and dynamic learning spaces. Students are more actively involved when information is presented in a variety of formats, when there is opportunity for interaction and discussion, and where digital tools, multimedia resources, and online collaboration platforms are used. According to Khaira et al. (2021), students may actively learn about Islamic beliefs and practices via the use of virtual simulations and augmented reality apps. Students are encouraged to think critically, actively participate in sustainable education, and get a more comprehensive knowledge via these technologically enhanced learning opportunities.

The ability to successfully traverse modern society depends on having the digital literacy skills, which may be taught in Islamic schools via the integration of technology. Accessing, evaluating, and using digital information efficiently, as well as communicating, collaborating, and solving problems effectively within digital settings, are all components of digital literacy (Hidayat et al., 2022). Incorporating digital literacy development into the curriculum of Islamic educational institutions may equip students to critically evaluate digital information, use technology ethically, and successfully use digital technologies for sustainable development. Students are prepared to participate fully in the Society 5.0 era via Islamic education management. Digital literacy and the cultivation of 21st-century capabilities are the means by which this is accomplished (Ridho et al., 2022).

A step toward more sustainable practices is the use of technology into Islamic education administration. Educational institutions may reduce their paper, energy, and trash consumption by using digital

platforms and solutions (Afwan Yazid, 2021). Online evaluations and grading systems reduce paper use, while digital resources and e-books lower the requirement for conventional textbooks. Webinars and virtual meetings reduce the need for travel, which in turn reduces carbon emissions. According to Hadiapurwa et al. (2021), Islamic schools may use technology to educate students about sustainability and encourage them to be more eco-conscious in their daily lives.

International collaboration and cross-cultural exchange are fostered via the integration of technology into the management of Islamic education. Using tools like video conferencing, online discussion boards, and collaboration platforms, students may engage in meaningful conversations with classmates from all over the world. They are able to discuss sustainable development from multiple cultural perspectives and participate in meaningful discussion as a result. Students are able to broaden their horizons, learn about other cultures, and get an appreciation for the many perspectives on sustainability via these global connections (Afwan Yazid, 2021). Students may build a sense of global citizenship and a common dedication to sustainable development via participating in cooperative projects with their foreign counterparts, which allow them to work together to address global sustainability issues. The administration of Islamic education relies heavily on the incorporation of technology into the continuing education of educators. Islamic schools provide educators with opportunities to learn about innovative pedagogical practices, gain familiarity with technology, and experiment with new materials and ways of instruction. Teachers may get the skills and information they need via professional development programs to integrate sustainable education principles, active learning, and technological integration into their lessons. Management in Islamic schools places a premium on professional development opportunities for teachers in the area of technology integration, ensuring that they are well-equipped to provide students with an education that is both cutting-edge and sustainable.

The management of Islamic education must face ethical concerns even if there are numerous advantages to using technology. Islamic ethics should guide technological integration, making sure that all online resources adhere to Islamic law. Prioritize

protecting personal information and making sure it is secure. Teaching kids about online ethics, digital citizenship, and the moral consequences of technology usage is also important. By tackling ethical difficulties, Islamic educational institutions may make sure that students' holistic development is supported by technological integration and that it is in line with Islamic ethical principles. It is essential to preserve education in the Society 5.0 age by integrating technology into the administration of Islamic education. Education is made more accessible, digital literacy and 21st-century skills are fostered, sustainable practices are advocated, global cooperation is encouraged, professional development for teachers is helped, and ethical problems are addressed via technology. It is imperative that Islamic schools embrace technological advancements while simultaneously guaranteeing that they are in harmony with Islamic principles and the goals of environmentally responsible education. Islamic educational institutions can better equip their students to navigate the complexities of today's world and contribute to the creation of a sustainable society by utilizing technology in the classroom.

2. A Comprehensive Curriculum

Using a comprehensive approach to curriculum creation is vital for achieving sustainable education in Society 5.0. Islamic school administrators should prioritize teaching students about social justice, ethics, and the environment. Ethical behavior that is in line with the ideals and beliefs of Islam, the promotion of environmental preservation, and the quest of justice and equality are all part of this. With a well-rounded curriculum, Islamic schools may produce graduates who can solve complex global problems by seeing the interdependencies among social, economic, and environmental factors.

In order to modernize Islamic education administration and enable lasting education in the era of Society 5.0, an all-encompassing curriculum is necessary (Paramansyah & Rostandi, 2021). To address the complex issues surrounding sustainable development, a holistic curriculum integrates several domains of expertise, skills, and values. In Islamic education, a well-rounded program covers not only religious teachings but also social justice, environmental protection, and the importance of fulfilling one's ethical duties. In order to promote

sustainable education in the Society 5.0 age, this study delves into the significance of establishing a complete curriculum in the reformation of Islamic education administration (Resufle & Rofiki, 2022).

Several areas of study within an all-encompassing Islamic education management curriculum contain sustainability concepts. Environmental science, sociology, economics, and religion studies are all part of the broad subject (Hermawan et al., 2020). Several Islamic academic programs include sustainability into their curricula to help students better understand the interdependence of human actions, the natural world, and the health of society as a whole (Mubarak, 2004). By drawing from a variety of fields, students are better able to improve their critical thinking skills, adopt an outlook that recognizes the interdependence of all systems, and acquire the knowledge and tools necessary to address sustainability challenges.

Ethical principles and values are heavily emphasized in a holistically-oriented curriculum within the field of Islamic education administration. The students' actions, pursuits, and choices are all directed by Islamic principles. Principles like fairness, kindness, care, and reverence for the natural world are central to these ethical frameworks (Hidayat et al., 2022). By embedding ethical teachings and principles within their curricula, Islamic educational institutions cultivate a feeling of moral obligation towards sustainable development. The course teaches students to think about how their actions may affect others, to base their decisions on principles of sustainability, and to do their bit to build a just and equitable society.

Islamic education management curricula prioritize the development of analytical and problem-solving abilities (Ramadina et al., 2021). Hermawansyah (2022) encourages students to analyze complex sustainability issues from several perspectives and provide creative solutions. By using this method of critical thinking, students will be able to identify potential obstacles to sustainable growth, as well as their root causes, and come up with creative solutions. In order for students to be active participants in society's transition throughout the Society 5.0 period, Islamic educational institutions help them acquire critical thinking and problem-solving skills (Ilyasin, 2016).

According to Ariani and Syahrani (2022), a comprehensive curriculum in Islamic education management encourages students to apply what they learn in the classroom to real-world situations. In addition to classroom instruction, students have the opportunity to get practical experience via fieldwork and community service. Through experiential learning, students get a deeper understanding of sustainability issues, develop practical skills, and actively contribute to sustainable activities. Students are prepared to effectively address real-world sustainability concerns via the combination of academic ideas and practical skills fostered by this knowledge application.

A comprehensive approach to Islamic education management highlights the need of environmental stewardship in the curriculum (Hidayat et al., 2022). It is emphasized in Islamic teachings that humans should take on the role of earth caretakers and ensure the safety of the environment via preservation and protection. Environmental protection, sustainable use of resources, and the relationship between humans and their natural surroundings are some of the topics covered in the classroom (Bahtiyar et al., 2022). Islamic schools encourage environmental responsibility by teaching students to value the planet and its inhabitants and by providing them with the tools they need to make positive changes in their own life. In addition, these schools stress the importance of students' efforts toward the overarching objective of environmental sustainability. Integral to every comprehensive educational program is the practice of Islamic education, which encourages participation from all members of the society and promotes equality and justice. Afwan Yazid (2021) argues that students should get involved in their communities, learn about the problems facing society, and help build sustainable communities. Empathy, a dedication to social justice, and a feeling of social responsibility are all nurtured by this activity. As to Bahtiyar et al. (2022), students have the power to make a difference and contribute to a more equitable and inclusive society via their efforts to address socioeconomic inequities and support marginalized populations. An all-inclusive Islamic education management curriculum in the age of Society 5.0 recognizes the need of being proficient in digital literacy. Opportunities are given to students to learn how to

use technology responsibly, comprehend its ethical implications, and use it to promote sustainable development. By incorporating digital literacy and technical skills into their curricula, Islamic educational institutions empower students to thrive in today's digital world, find answers to societal problems via technology, and drive this digital revolution (Ariani & Syahrani, 2022).

Administering Islamic education with a comprehensive curriculum promotes cross-cultural awareness and global citizenship. Teaching students about other people's traditions, values, and ways of life encourages them to be tolerant, respectful, and open to engaging in meaningful dialogue across cultural boundaries. Islamic educational institutions foster global citizenship by teaching students to think globally about sustainability challenges, to see the interconnectedness of all global concerns, and to work together with a variety of stakeholders to find solutions. Islamic educational leadership must adapt to the requirements of the Society 5.0 age by implementing a more holistic curriculum if the faith's long-term viability is to be preserved. In Islamic schools, students learn how to build a sustainable society and how to be active participants in that process. The following steps are taken to accomplish this goal: integrating sustainability principles into different subjects, placing an emphasis on ethical teachings and values, developing students' critical thinking and problem-solving skills, creating opportunities for students to apply what they have learned, fostering digital literacy and technological proficiency, promoting cultural awareness, and encouraging a global perspective. Additionally, students are encouraged to actively participate in community engagement. A well-rounded education prepares students to face the complex sustainability challenges of the Society 5.0 period with confidence and to work for a more equitable, balanced, and environmentally friendly society.

3. Developing Problem-Solving and Critical Thinking Skills

Islamic education administrators have a responsibility to foster in their pupils the capacity for analytical and problem-solving thinking. For this shift to occur, inquiry-based learning tactics must replace rote memorization. Islamic educational institutions have a responsibility to inspire their students to think

critically and assess evidence from an Islamic perspective. By developing their capacity for critical thinking, students may take an active role in solving social problems and making positive contributions to sustainable development.

Supporting sustainable education in the Society 5.0 era requires a reform in Islamic education management that prioritizes problem-solving and critical thinking (Husni & Atoillah, 2022). Students that possess these abilities are better able to analyze complicated sustainability concerns, consider other viewpoints, and come up with creative solutions (Trinova et al., 2020). Islamic schools equip its pupils to tackle the world's complicated sustainability problems by teaching them to think critically and solve problems on their own (Uran et al., 2022). The leadership in Islamic education understands the value of helping students become better thinkers and problem solvers. It promotes an inquiry-based approach that goes beyond simple memorizing by having students ask questions, conduct investigations, and seek solutions (Irma Solikhah, 2022). An attitude of curiosity, self-reliance, and openness to exploring possible answers to sustainability issues are fostered by this method.

There are a number of ways that Islamic education curricula may provide students with the tools they need to solve problems and think critically. One method involves using case studies and simulations to teach students about sustainable development by having them analyze real-life situations. According to Adıgüzel and Orhan (2017), when students take part in these activities, they learn to recognize issues, assess data, and come up with original and efficient answers. Students' ability to think critically and solve problems is greatly enhanced in classrooms where they work together. Islamic educational institutions may encourage student collaboration on environmental issues via group projects and class debates. Students learn to work together, improve their communication and cooperation abilities, and get exposure to other points of view via collaborative projects. Reading and analyzing several types of texts—religious, historical, and otherwise—also helps develop one's capacity for critical thought (Dahari et al., 2019). Students learn to think critically by dissecting texts, finding assumptions, assessing arguments, and coming up with their own well-reasoned viewpoints. Participation in such activities

fosters critical thinking, analytical reasoning, and the ability to have fruitful conversations about environmental concerns (Resufle & Rofiki, 2022).

Additionally, reflecting activities are crucial for the development of abilities to solve problems and think critically. Muslim schools may help their students think critically about sustainability by facilitating activities like contemplative thought, journaling, and self-reflection. Students may approach problem-solving with more clarity and impartiality when they reflect on their own cognitive processes, biases, and preconceptions. Integrating technology into Islamic education management is a game-changer for teaching students to think critically and solve problems. Islamic schools may give their students more possibilities for hands-on learning, research, and analysis via the use of digital tools, online resources, and collaborative platforms. According to Dahari et al. (2019), children may acquire the digital literacy skills necessary for efficient problem-solving in the Society 5.0 age, and technology also makes it easier to access a large diversity of information. These are just a few of the ways that Islamic school administrators may support active learning tactics that have kids thinking critically and solving problems. Through collaborative projects, field excursions, and other experiential learning opportunities, students are able to put sustainability principles into practice in the actual world. Engaging in these activities helps students build problem-solving abilities, learn to negotiate complexity, and apply critical thinking in settings of sustainable development. Furthermore, Islamic education administration may provide a safe space for all students to share their thoughts, question established beliefs, and think critically. By encouraging students to speak freely and providing direction as they investigate sustainability challenges, teachers may play the role of facilitators. By using this approach, students are more likely to develop their critical thinking, problem-solving, and creative abilities. The Islamic education management transition must place a premium on teaching students to think critically and solve problems if it is to contribute to education's long-term viability in the age of Society 5.0. Islamic educational institutions play a pivotal role in cultivating these abilities via the incorporation of inquiry-based learning strategies, case studies, collaborative learning, critical text analysis, reflective

practices, technological integration, and active learning techniques into the curriculum. Islamic educational institutions equip students to tackle the complex sustainability concerns of our modern world and become changemakers by teaching them to think critically and solve problems. In order to improve society and the environment, students need to be able to think critically, assess information, evaluate arguments from several angles, and come up with original ideas.

4. Community Engagement and Service-Learning

Sustainable education in Islamic schools should prioritize community involvement and service-learning. By establishing links between their students and local communities, Islamic educational institutions may provide opportunities for students to put their knowledge and talents into practice. Local issues of social, economic, and environmental sustainability may be addressed by student participation in community-based projects (Surahman et al., 2021). Students are given the tools they need to become positive influencers in their communities and cultivate a sense of social responsibility via this transformation. The Islamic education system is undergoing a radical transition, with community engagement and service-learning playing crucial roles in ensuring the long-term viability of education in the age of Society 5.0 (Pihar, 2022). Students may become agents of change and make a difference in sustainable development via service-learning and community engagement. These experiences foster active citizenship, collaboration, and a sense of social responsibility. Uyun (2023) states that community participation and service-learning are crucial to the transformation of Islamic education management and to the support of sustainable education in the era of Society 5.0. This study explores the relevance of these factors in this context.

Everyone from students to teachers to schools must work together to make Islamic education management a community effort. It goes beyond what's taught in the classroom by building relationships with locals and forming partnerships. Through community engagement, Islamic educational institutions help students put their theoretical understanding of sustainability into reality by providing them with opportunities to apply

what they have learned (Mubarak, 2004). As an aspect of community participation, Islamic educational institutions might work with local groups including community centers, environmental projects, and non-governmental organizations (NGOs). Through these collaborations, students may take part in sustainable development initiatives, community service, and volunteer work (Maghfuri, 2020). Through these connections, students get a more holistic view of community needs, develop empathy, and are empowered to take action on sustainability issues in their own neighborhoods (Utami, 2019).

As an additional component of community involvement in Islamic education management, spreading awareness of sustainable practices and Islamic ideas pertaining to sustainability within the local community is essential. Seminars, workshops, and awareness campaigns might be organized by educational institutions to promote eco-friendly lifestyles, resource preservation, and environmental responsibility. Community involvement and informed decision-making are fostered by Islamic educational institutions (Mebert et al., 2020). In order to reorganize Islamic educational administration in a way that supports sustainable education in the age of Society 5.0, service-learning plays an essential role. According to Redmond et al. (2018), this program combines classroom learning with service learning so that students may apply what they've learned to real-world problems. Social justice, community empowerment, and sustainable development are the goals of Islamic service-learning programs. Through service-learning, students may get first-hand experience with real-world issues affecting their communities and find ways to help those areas thrive. Islamic schools may tackle pressing sustainability issues including social inequality, environmental degradation, and poverty via service-learning programs. Students that take part in these activities grow up with a strong feeling of civic duty. To make service-learning an integral part of students' educational experiences, Islamic educational institutions may include it into their curriculum (Resufle & Rofiki, 2022). Incorporating service-learning into the curriculum allows students to apply their knowledge in relevant and practical ways while also emphasizing the necessity of community participation. Furthermore, by actively participating

in sustainable development, children are able to improve critical thinking, problem-solving, communication, and teamwork skills via this integration (Ridho et al., 2022).

Everyone wins when students, schools, and the community at large work together to implement Islamic education programs that emphasize community service and engagement. Students may put their classroom knowledge to use in practical ways via community service and other forms of service-learning. Students get a better understanding of sustainability difficulties and acquire the necessary practical skills to address complicated societal issues via engaging in hands-on activities. Students' personal and moral development is aided by their participation in community service and service-learning programs. Students develop qualities like compassion, empathy, and a sense of social responsibility via their engagement in the community. They also develop the skills in leadership, communication, and problem-solving that are necessary to make a difference. Participation in community service and other forms of service-learning help local communities by focusing on and finding solutions to their unique challenges and needs. Sustainable solutions, increased community resilience, and social justice may be achieved via collaboration between communities and Islamic educational institutions. Through community participation and service-learning, Islamic educational institutions, community groups, and local stakeholders form cooperative relationships. The effectiveness of sustainable education programs is enhanced by the network of resources, experience, and knowledge that is built via these partnerships. Opportunities for pupils to engage in ethical reasoning are provided via community involvement and service-learning. By taking part in community service projects, students get a better understanding of the ethical issues including cultural sensitivity, social justice, and sustainability. The public views Islamic schools more favorably when their faculty and staff actively participate in community service and sustainable development initiatives. Their focus on Islamic principles, communal welfare, and social responsibility is evident in this (Lestarinigrum et al., 2022).

In order to facilitate sustainable education in the Society 5.0 era, it is essential to restructure Islamic

education administration via community engagement and service-learning. Islamic schools promote civic participation, teamwork, and social responsibility by establishing relationships within the local community. via their active engagement in community problem-solving, students have the opportunity to apply their knowledge and skills via service-learning projects. Students are given the opportunity to become change-makers, gain valuable skills, and promote sustainable development via community involvement and service-learning. Furthermore, these events foster cooperation, community empowerment, ethical consciousness, and positive views of Islamic educational institutions. Islamic schools can do a lot to help shape their students into caring adults who will build a more equitable and sustainable world by encouraging service-learning and community involvement. In order to facilitate sustainable education in the Society 5.0 era, Islamic education administration must embrace revolutionary innovations. Through the integration of technology, the adoption of a comprehensive curriculum, the development of critical thinking and problem-solving skills, and the emphasis on community engagement and service-learning, Islamic education institutions may successfully promote sustainable education. With these updates, students may learn sustainability ideas thoroughly, conduct their lives in accordance with Islamic beliefs, and help build a more sustainable society. Developing the next generation is a top priority for Islamic education administrators, who must equip students with the knowledge, abilities, and moral compass to face the challenges of the Society 5.0 age.

D. CONCLUSION AND SUGGESTION

The integration of technology into Islamic education is crucial for its long-term success in the age of Society 5.0. This involves incorporating online learning tools, interactive platforms, and digital resources to increase student engagement and personalize learning experiences. Investing in infrastructure, providing digital literacy training, and ensuring access to technology improve educational accessibility and environmental friendly practices. A comprehensive curriculum should address environmental, social, and ethical concerns, fostering problem-solving and critical thinking skills.

Islamic education must integrate technology into its curriculum to ensure its relevance in Society 5.0. This involves funding infrastructure development, providing comprehensive training for educators, and prioritizing digital literacy. Ethical considerations are also crucial, promoting critical thinking, problem-solving, and environmental sustainability. Community engagement and service-learning initiatives enhance the educational experience, empowering students to make informed, ethical choices in a technologically advanced society.

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