

Analysis Of Innovation Improvement Strategies For Islamic Religious Education Teachers at Facing The Era Society 5.0 in Islamic Boarding Schools.

Muhammadong, Muhammadong¹, Sitti Muthmainnah², Khaerunnisa, Khaerunnisa³, Husain, Husain⁵,
^{1,2,3,4} Universitas Negeri Makassar, Indonesia
⁴ STAIN Majene, Indonesia

Email: muhammadong@unm.ac.id¹, sitti.muthmainnah@unm.ac.id², khaerunnisa@unm.ac.id³, humas3322@gmail.com

Citation: Muhammadong et al. (2024), Analysis Of Innovation Improvement Strategies For Islamic Religious Education Teachers In Facing The Era Society 5.0 At Islamic Boarding Schools. , Educational Administration: Theory and Practice, 30(6), 1635-1641
Doi: 10.53555/kuey.v30i6.5558

ARTICLE INFO

ABSTRACT

The purpose of this study was to determine the innovation strategy of Islamic religious education teachers in the education system at Islamic boarding schools in South Sulawesi. The era of society 5.0 is an era of revitalizing the Islamic Education system through digitization so that the expected achievements can be realized in a short time. The role of the teacher is crucial in realizing a better education system so that the knowledge transfer process can run based on technology. The method used is narrative research with the approach of taking various digital or internet-based references in addition to using library references such as from various books, literature, documents, journals, articles and information from print media and other electronic media that are relevant to the problems studied. The results of the study show that teachers are able to implement a technology-based education system because they have human resources in the field of digitization and are supported by adequate technological facilities so that the stages of education can run well.

Keywords: Teacher, Islamic, education, Era, Society 5.0

Introduction

Improving the quality of Islamic Religious Education teachers is a priority program that must be realized by all components so that Education can be more advanced and scientifically empowered. To improve the quality of education, the teacher's role is crucial because of his position as an educational leader who can bring about a change. The expected strategic program is that teachers do not only focus on pre-existing systems, but need innovation or renewal ideas in education. Teachers must improve the quality of giving material so that the material presented can increase student understanding. Authentic research has not had a significant effect on improving teacher quality. (Fadillah, H., Trisnamansyah, S., Insan, H. S., & Sauri, R. S. 2021).

The solution offered in increasing the teacher's role so that the learning model is more effective is that the teacher must understand his function and role as an educator. The teacher must be able to play himself in conveying the material so that students do not get bored. (Muzayyanah Yuliasih Suharyat, Yayat, Agustina, 2018). Teachers not only present material in front of students, but their competencies must be based on reliable professionalism and managerial competence based on pedagogic competence, personal competence, social competence, and professional competence obtained through professional education. Pedagogic competence includes understanding insights or educational foundations, understanding of students, developing curriculum or syllabus, designing learning, implementing educational and dialogic learning, using learning technology, and evaluating learning outcomes. (Purnawanto, A. T. 2019).

To support teacher quality, academic qualifications greatly determine the direction of quality so that teachers are not only able to appear in front of older students but are proven by competency certificates to prove their abilities. Professional ability can only be proven if a teacher can master the teaching material presented so that the educational transmission process can be realized simultaneously with the transfer of knowledge.

This challenge is certainly difficult in the era of digital transformation from a consumptive function to an animation function to advance education. (Grace, 2019)

In the era of the industrial revolution 5.0 or the super smart society era, the challenges in the world of education are very dynamic along with advances in technology and information flow. The emergence of a median in offering more exclusive education is directly proportional to the interest of parents in enrolling their children in various educational institutions. (Rojko, Andreja, 2017). Technological advances are felt in almost all sectors in influencing human life patterns including the education sector because they are following the transformation era. The era of the industrial revolution 5.0 can be said to be an era when humans can demonstrate their ability to synergize with technology in selecting social institutions through cyberspace systems or social spaces. (Sumarno, S., 2019).

Islamic religious education as a subject that is delivered at every level of education can certainly be part of learning innovation that is able to give birth to new strategies based on the current situation and conditions. In the era of the industrial revolution 5.0, education is no longer pursuing quantity by transferring knowledge but more importantly demonstrating quality in the learning system so that it can increase scientific power and reliable human resources so that they can compete with developed countries in managing education. (Faruqi, U.A, 2019).

The Education Paradigm can be changed through the role of the teacher as the main sector in advancing education. The teacher no longer applies conventional models in delivering material but can improve his function as a learning material provider so that the material delivered has more weight and the teacher's function shifts to being a facilitator, tutor, inspirer and true learner who motivates students to develop their talents. This is certainly in line with the government's desire to implement education through the concept of independent learning in one of the indicators of advancing education through the role of technology. (Ozdemir, V, 2018).

Islam as an adaptive religion to situations and conditions certainly responds to technological advances to give awareness to humans so that their teachings can be implemented. This challenge is a separate note in the role of Islamic religious education teachers to be able to consider the ability to convey material through technological advances. Islamic religious education teachers in Boarding School or Islamic boarding schools must be able to compete through the learning model that is applied in order to be able to synergize with technological advances in developing education. (Suryadi, R. A, 2019).

The Islamic religious education teacher's role as a locomotor is very important in advancing the younger generation who are qualified and obedient in their religion. The knowledge conveyed must be carried out while paying attention to the needs of students based on ability, using technology as a teaching and learning tool to facilitate the educational process, and keeping up with the times so as not to be left behind by technological advances, so that the goals of Islamic religious education can be realized based on careful planning. (Mustofa, 2018).

The pattern of education at Boarding School in South Sulawesi generally does not merely adopt the classical model but rather tends to follow technological advances so that many educational institutions implement modern systems that are adopted into the curriculum. The educational model in madrasas always integrates religious education material with general education so that the two do not create a dichotomy so that they are able to realize Boarding School outputs. Education in Boarding School is not much different from the model developed in Islamic Boarding Schools because both of them have followed the curriculum set by the Government.

In the era of society 5.0, the challenges for Islamic religious education teachers are getting tougher in facing free competition in the field of education because the ability of teachers must be able to respond to dynamic global challenges and teachers will always be tested for resources based on their competencies. Teachers must be more professional and responsible during the learning process in order to influence students in the context of transferring knowledge. The era of society 5.0 is certainly able to have a positive influence on the community in the development of education. The internet is considered as public consumption that can be accessed by anyone, including Islamic religious education teachers. (Radinal. W, 2021)

Research Method

This research is the result of a literature review with the type of narrative research. The approach used is by taking various digital or internet-based references in addition to using library references such as from various books, literature, documents, journals, articles and information from print media and other electronic media that are relevant to the observed problems concerning learning strategies. Islamic religious education carried out by Boarding School teachers at the Sultan Hasanuddin Islamic Boarding School in Gowa district. (Sugiono, 2018)

The data found in the field is analyzed based on the challenges faced in the era of society 5.0. The purpose of this study is to analyze the Innovation Improvement Strategy for Islamic Religious Education Teachers in Facing the era of society 5.0. The data was taken by distributing questionnaires and interviews as research objects, namely *Madrasah* teachers, students, and school principals at each level in dealing with learning in the era of society 5.0. So that the results obtained in the field can be more accurate regarding strategies to increase innovation for Islamic religious education teachers. (Sugiyono, 2013)

Results and Discussion

Islamic Religious Education Teacher Innovation Strategy

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Or the learning strategy is a set of learning materials and procedures that are used together to create learning outcomes for students. In addition, a teacher who is professional in carrying out teaching duties must be able to innovate existing learning models, so that the learning atmosphere can be more effective and enjoyable and teaching and learning activities are not monotonous which causes students to feel bored in learning.

The era of society 5.0 is a hope for teachers in advancing education through technological advances. However, the challenges in that era were enormous because they faced an unusual situation in the education system. The current education system tends to be classical in nature and takes up a lot of time, making it difficult for teachers to convey material. This challenge is almost mushrooming in various rural and urban areas and a solution is needed to deal with this problem. (Skobelev, P., & Borovik, Y. S, 2017)

The era of society 5.0 is known as human-centered technology-oriented education. As part of society, teachers are faced with developing abilities in giving birth to intelligence to make changes so that they can open up the capacity to transform knowledge to solve problems in the world of education. Technological advances coincide with the rapid development of education so that teachers as part of education must be able to transform their skills to achieve results. Teachers may not impose their will in managing education based on habits experienced without following the flow of technological advances. (Umro, J, 2020)

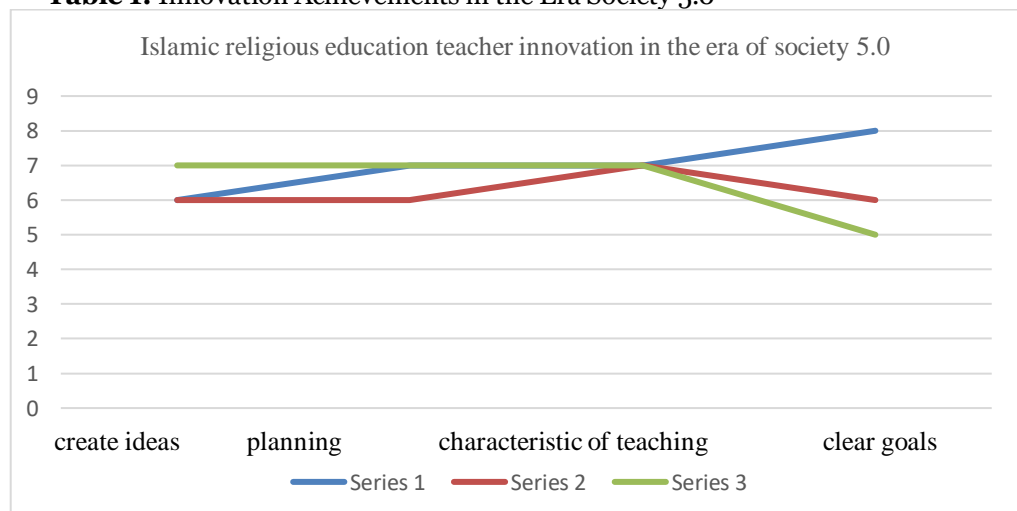
The era of society 5.0 is part of the 4.0 revolution which demands improvements in various sectors. Industrial Revolution 4.0 and era of society 5.0 real movements of sophistication in the development of technology and information, including the reform movement in the world of technology-oriented education. This challenge becomes a record that requires solutions for Islamic religious education teachers as a barometer in shaping the character of students. The era of society 5.0 can be understood as a concept of society that focuses on the people and is based on technology, of course there are many needs that must be met in order to improve the quality of life of the people and in order to minimize inequality. (Zaki Mubarak, 2018).

Islamic religious education teachers certainly have a strategic role in advancing technology-oriented education in the era of society 5.0. In the vision and mission of developing Islamic religious education, teachers are obliged to educate the life of society with Islamic principles so that they can produce students with character. The aim is to make Islam a strong, authoritative, effective and credible institution in realizing the ideals of technology-based Islamic teachings or the era of artificial intelligence. (Ambarawati, A, 2021).

In the field of Islamic religious education, the teacher's role in educating students is very important in following the progress of the times without ignoring the culture that has taken root in society. Teachers are required to innovate so that changes occur in more qualified students. Innovation is intended so that teachers are able to solve problems in the education system faced in the era of society 5.0. Teachers must be able to develop their talents through the transfer of knowledge through scientific ideas. (Fathan Mubina Dewadi, 2021)

The era of society 5.0 certainly does not only target general educational institutions but can be implemented by teachers at Islamic boarding schools through technological advances. Boarding School is a religious education and teaching institution, generally in a non-classical way, where a *kiai* teaches Islamic religious knowledge to students based on books written in Arabic by medieval scholars, and students usually live in dormitories in the boarding school. Islamic boarding schools have elements, namely *kiai*, students, mosques, dormitories and books. The characteristics that really stand out in the life of the Boarding School include the existence of a close relationship between namely *santri* and *kyai*, the obedience of *santri* to *kyai*, a frugal life full of simplicity, independence, a spirit of mutual help and an atmosphere of brotherhood, discipline, daring to try to achieve a goal. as well as the awarding of diplomas. (Oviyanti, F. 2016).

Table 1: Innovation Achievements in the Era Society 5.0



From the table above it can be illustrated that Islamic religious education teachers have very high levels of innovation developed. This shows that teachers always take advantage of their human resources to maximize their function as teachers who can generate new ideas to be applied to Islamic boarding schools. To influence a better future, planning is made so that it can maximize the learning process. From the results of the innovations found, they are certainly able to create their own identity or learning models based on technological advances in the era of society 5.0. This characteristic is also a determinant of success in the learning process. The innovations that are developed certainly produce clear goals so that the target objects can be implemented properly to students.

Stages of Innovation in Islamic Religious Education

The success achieved by teachers can be found because of their success in accessing various information on learning models of Islamic religious education that are applied in regular learning so that students easily understand the material presented, especially religious mental and spiritual development. Through technology, teachers can motivate learning to be even higher, give hope for the better, and invite changes to a more modern and democratic system. Of course, this form of change is always in favor of students to increase their learning participation so that they can increase their scientific power to realize better quality than the previous learning model which was applied classically. (Zulfiqar, S, 2017).

The challenges faced in the era of society 5.0 are of course very diverse and certainly affect Islamic education learning. The challenge can be found in a hegemonic individualistic attitude. This is due to the influence of teacher and student connectivity in responding to technology so that it is influenced by the lack of social interaction. It is unthinkable that the influence of technology will connect various information through various networks, so that technological failures will make it difficult to access data quickly so that opportunities for success will be lost. (Akinboboye, J. T., & Ayanwale, M. A. 2021).

The stages in the teaching method are directed at understanding that can be demonstrated by students orally or in writing. The question and answer method can be developed to find effective learning to convey and evaluate the material presented. The method is directed openly so that students are able to develop the knowledge they have acquired. Development is intended for students to develop creativity to produce innovation. The method is directed so that students are able to demonstrate the skills they have. In the context of religious education, the ability to read the Koran correctly is very important to be applied in order to become a Quranic student. Demonstrating the procedure for praying complete with the prayer is an urgent need so that students can implement it in everyday life. The practice of giving *tausiyah* is a skill that must be developed by students so that they are trained and can become role models in society. Practicing packing moral and spiritual messages in a short essay is an imagination skill so that students can be trained. The method used can be how to create content through technology or take references through social media so that students more easily understand the material presented.

The challenge in the era of society 5.0 is because Islamic religious education teachers have to adapt to new phenomena where technology is the main reference so that there is a transition from conventional situations into an animated learning system. The rapid development of technological innovation must be accompanied by the skills of Islamic religious education teachers who can make changes in the learning model. Islamic religious education teachers must be able to compete digitally, develop creative insights, and carve actual imaginations in classroom learning. To improve educators in the education system, teachers must be able to interact narratively so that learning can be on target. (Lubis, Z. & Anggraeni, D. 2019).

Solutions to facing challenges certainly require revitalization in overcoming the globalization of the education system towards improving education in the future. Revitalization can be carried out by referring to the Islamic religious education curriculum based on computer informatics technology and developing entrepreneurial levels. Educational units and tools must be updated so that learning motivation increases. Of course, the facilities and infrastructure must be equipped because they are dominant which must be fulfilled in order to create a more conducive learning atmosphere, the classroom must be neatly arranged so that the learning process is more comfortable. Components of students such as fulfilling scholarships for those who can't afford it and channeling student talents must be realized, to help them achieve their educational goals. Elements of educators and education staff are a priority scale because they greatly determine the achievement of education in totality. Teachers must actively take part in technology-based training in order to increase technological competence to produce reliable human resources so that they can support teacher careers and their livelihoods.

To realize superior Islamic religious education, stronger interaction is needed between educators and students. Sources of information and learning cannot be limited to expanding religious horizons. Religious literacy must be enriched so that it can help the quality of alumni and the quality of educational institutions so that they are not unable to compete with alumni in other religious education institutions. Through advances in technology, Islamic religious education learning can be carried out without being bound by time and place by using the capacity of digital systems by loading various learning content that can attract students' interest. (Dian Arif Noor Pratama, 2019)

The advantages of a technology-based learning model will certainly show a new atmosphere with digitalized infrastructure and facilities. Application models that are used by teachers can be Skype and Zoom. Google

Meet, Edmodo, and Kahoot. blended learning and case base learning, so that Islamic religious education teachers can transfer knowledge through easier access. (Sadikov, R. M, 2021). To create a generation that is able to solve every problem and be creative in dealing with the challenges posed by the emergence of the era of society 5.0, of course adequate resources are needed in the world of education such as the creativity of technology-based teachers, reliable innovation in solving problems. In this era of society 5.0, teachers must understand techniques for using hardware and software in order to be able to synchronize the material being taught. (Gazali Erfan, 2018)

The era of society 5.0 is a new chapter for teachers to accelerate their abilities through technology systems so that educators and students can improve their competencies. The use of technological tools in the form of modern teaching media must be balanced with the ability to carry out well-organized efficient methods in acquiring education so that the process of transferring knowledge can be carried out easily. Through technological advances, Islamic religious education teachers must be able to maximize the positive potential contained in the digital world and minimize the negative aspects that arise from the emergence of this media. (Luluk Ifadah, 2019). Pedagogic abilities are the main target in developing learning in the era of technological advances so that learning can be right on target. Teachers must be able to understand learning objectives, understand student characteristics, learning theories and models, assess learning processes and outcomes so that Islamic religious education learning in the era of society 5.0 can be developed. To solve the problem of digitization in Islamic religious education learning, the teacher must distribute the reach of internet connections to all Islamic boarding schools, prepare teachers who have digital skills and think creatively, align education and industry needs, apply technology as a tool for teaching and learning activities. (Nurul Anam, 2017)

However, the concept of education in Islamic education must of course be harmonized with general education so that there is no clash between the two. There should be no dichotomy in Islamic Education and the function of the curriculum must be applied based on learning objectives. In fact, Islamic religious education with a character development orientation must be able to synergize with technological advances so that students can realize intellectual intelligence along with spiritual intelligence. Technological advances obtained can be balanced in learning Islamic Education so that the resulting generation is technology-based with an Islamic nuance (Muhammad Mushfi El Iq Bali and Susilowati, 2019)

The Target of Achieving Islamic Religious Education in The Era Of Society 5.0

In facing the era of society 5.0, the targets that must be met by Islamic religious education teachers must be able to improve the quality of Human Resources in developing Islamic religious education. However, it is necessary to embrace those related to educational elements such as the government, Islamic Community Organizations and community components in welcoming the era of society 5.0. To deal with technology, a paradigm shift is needed. Money education encourages a paradigm shift. Among them, educators minimize their role as learning material providers, educators become inspirations for the growth of student creativity. Educators act as facilitators, tutors, inspirers and true learners who motivate students to Islamic religious education teachers must be able to create quality education for all Indonesian people. Through improving basic education services and access, one way is to fulfill and improve infrastructure and technology platforms in elementary schools. Adequate technology and infrastructure-based national education is expected to create schools and/or classes of the future.

Islamic religious education teachers in the era of society 5.0 must have skills in the digital field and think creatively in managing the Internet of things, Augmented reality, and must be able to utilize Artificial Intelligence. In developing education towards democratization, Islamic religious education teachers must become driving teachers who prioritize students over themselves, take initiatives to make changes to their students, take action without prompting, continue to innovate and take sides with students so that the role of the teacher can be replaced by that of technology.

The solutions to facing challenges certainly require effort and accuracy in achieving the right targets so that the learning process can run well through technological advances. This Islamic religious education opportunity certainly requires ability and expertise in responding to technological developments so that the flow of information can be accessed quickly. Capability in the IT field must be a priority because the facilities for providing facilities are very adequate so that Islamic re teachers no longer teach manually but are assisted with technology to make it easier to access the various information needed. Through technology-based learning, teachers are expected to no longer just transfer knowledge to students but can become creative individuals, able to teach, educate, inspire and become role models. (Anwar, L. M., Jufri, A. W., & Muhaimi, L. 2019).

The strategy that must be owned in dealing with globalization in the Society 5.0 era is that teachers are able to prioritize professionalism so that their understanding of technology is in line with Islamic Education. Teachers need to have a strong commitment in facing globalization through deep religious understanding so they are not trapped in the influence of technology. The main objective of the teacher's strategy towards technological progress is so that students can more easily understand the material being taught so that the learning process can be carried out quickly and precisely. Innovations developed by Islamic religious education teachers must be able to solve learning problems quickly and precisely so that students can access various information through technology. (Dahlia Thanks Dinda, et al, 2021).

Conclusion

The era of society 5.0 is an era of challenges in the development of Islamic Education through the advancement of digitalization. This era is called the transfer of functions and system devices that must be completed quickly so that the results obtained can be maximized. The presence of an original digitalization system in Islamic Education certainly provides reinforcement so that religion can be carried out through the Education system because the existence of Islamic Education is part of religious teachings to shape the character of students for the better. The teacher's role is very decisive in technological progress because it is in charge of transferring knowledge through technology so that there is a change in teaching from a manual classical system to a modern technological system. Many challenges must be faced in order to solve problems in the Islamic education system. Teachers must be professionals in the field of technology so they are not left behind with digital progress so that Islamic Education can be implemented in a modern way.

Bibliography

- Akinboboye, J. T., & Ayanwale, M. A. (2021). *Bloom Taxonomy Usage and Psychometric Analysis of Classroom Teacher Made Test*. African Multidisciplinary Journal of Development (Amjd), 10 (1), 2021.
- Ambarawati, A. (2021). *The Urgency of Teachers' Nonverbal Communication Skills in the Era of Society 5.0*. Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam, 12(2).
- Anam, Nurul. (2017) "Islamic religious education learning curriculum management." *Ta'lim Diniyah: Jurnal Pendidikan Agama Islam* (Journal of Islamic Education Studies) 1, no. 2 (2021): 129–143.
- Anwar, L. M., Jufri, A. W., & Muhaimi, L. (2019). *Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education*. International Journal of Multicultural and Multireligious Understanding, 6(5), 257.
- Aoun, J. (2017). *Robot-Proof: Higher Education In The Age Of Artificial Intelligence*. Us: Mit Press
- Dinda Dahlia Makasih, Dkk., (2021). *Innovations in Islamic Religious Education*. Jurnal al-Bahtsu, 6 (1).
- Dewadi, Fathan Mubina. *Homeschooling System in Educational Innovation in the Era of Industrial Revolution 5.0*, Jurnal Informatika dan Teknologi Pendidikan Vol. 1, No. 1 - June 2021, Hal. 1-8 DOI: 10.25008/jitp.v1i1.5.
- Dian Arif Noor Pratama (219) *Character Challenges in the Era of Shaping Muslim Personalities*. Al-Tanzim Jurnal Manajemen Pendidikan Islam 3, No. 1, 198-226.
- El Iq Bali, Muhammad Mushfi and Susilowati (2019) *Transinternalization of Islamic Boarding School Values Through the Construction of Religious Culture in Schools*. Jurnal Pendidikan Agama Islam 16, No. 1.
- Erfan Gazali, (2018) *Islamic Boarding Schools Among the Alpha Generation and the Challenges of the World of Education in the Era of Society 5.0*, Oasis Jurnal ilmiah Kajian Islam 2 No. 2.
- Fadillah, H., Trisnamansyah, S., Insan, H. S., & Sauri, R. S. (2021). *Strategy of Integrated Salaf Curriculum in Madrasah Aliyah to Improve the Graduates' Quality*. Journal of Education Research and Evaluation, 5(4), 656–663.
- Faruqi, U. A. (2019) *Survey Paper: Future Service In Industry 5.0*. Jurnal Sistem Cerdas 02 (01), 67–79.
- Lubis, Z. & Anggraeni, D. (2019). *The Islamic Religious Education Paradigm in the Era of Globalization Towards Professional Educators*. Jurnal Studi Al-Qur'an Vol. 15, No. 1, 133-153
- Luluk Ifadah. (2019). *Islamic Religious Education Learning Strategy in Facing the Challenges of the Industrial Revolution Era 4.0*. Jurnal Al Ghazali, 2 (2).
- Mustofa. (2018). *The Kitab Kuningk as Islamic Literature in the Context of Islamic Boarding School Libraries*. Jurnal Tibanndaru, 2(2), 1–14.
- Oviyanti, F. (2016). *Challenges of Teacher Education Development in the Global Era*. Nadwa, 7(2), 267–282.
- Ozdemir, V. &. (2018). *Birth Of Industry 5.0: Making Sense Of Big Data With Artificial Intelligence, "The Internet Of Things" And Next-Generation Technology Policy*. Omics: A Journal Of Integrative Biology 22(1), 65–76.
- Purnawanto, A. T. (2019). *Islamic religious education learning based on High Order Thinking Skills HOTS*. Jurnal Ilmiah Pedagogy, 12(1), 15–30.
- Radinal, W. (2021). *Development of Educator Competency in the Era of Disruption*. Jurnal An-Nur, 1(1), 9–22.
- Rahmat (2019) *Islamic Religion Learning Methods Curriculum Context*. Yogyakarta: Bening Pustaka, 2019.
- Rojko, Andreja. (2017) *Industry 4.0 Concept: Background and Overview*. ECPE European Center for Power Electronics e.V. Vol. 11. (Nuremberg: Germany).
- Sadikov, R. M. (2021). *The Use Of B. Bloom 's Taxonomy Of Educational Goals Of In The Formation Of Linguo-Methodical Competences Of Future Primary School Teachers*. Journal of Contemporary Issues in Business and Government Vol., 27(1), 349–354.
- Skobelev, P., & Borovik, Y. S. (2017). *On The Way From Industri 4.0 To Industri 5.0: From Digital Manufacturing To Digital Society*. International Scientific Research Journal Industri 4.0, 307– 311.
- Sugiono (2018) *Educational Research Methods: Approaches: Quantitative and Qualitative (R&D)*. Bandung: Alfabeta.
- Sugiyono. (2013). *Quantitative Qualitative Research Methods and R&D*. Alfabeta.
- Suharyat, Muzayyanah Yuliasih, yayat, Agustina, (2018) *Islamic Education Facing Society 5.0*. At-Tadib Journal of Elementary Educational 3, No. 2.
- Sumarno, S (2019) *21st Century Competency Learning Facing the Era of Society 5.0*. Prosiding Seminar Nasional Pendidikan dan pembelajaran. Vol. 3, pp. 272-287.
- Suryadi, R. A. (2019). *Islamic Education in The Theological Perspective*. Islamic Education in The Theological Perspective, 3(1), 29–37.
- Umro, J. (2020). *Challenges for Islamic Religious Education Teachers in Facing the Era of Society 5.0*. Jurnal Al-

Makrifat, 5(1), 1–12.

Zaki Mubarak. (2018). *Education in the Era of Industrial Revolution 4.0 and Problems of Higher Education*, Yogyakarta: Gading Pustaka.

Zulfiqar, S. (2017). *The Attitude of Santri and Ustadz Toward Multilingual Education at Pesantren*. International Journal of Language and Linguistics, 3(4)

