



Jurnal Pendidikan dan Pemikiran Islam

eISSN: 2809-0322

Vol. 6, No. 3, Mei-Juni 2026

DOI: <https://doi.org/10.69900/ag.v6i3.583>

## **Transformation of Islamic Religious Education in the Era of the Industrial Revolution 4.0 and Society 5.0**

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### **Abstract**

Educational transformation has become inevitable amid the development of digital technology in the era of the Fourth Industrial Revolution and the concept of Society 5.0. Islamic Religious Education (IRE) is required not only to focus on the transfer of religious knowledge but also to adapt to technological and informational advancements, as well as the needs of modern society. This study aims to analyze the forms of transformation in Islamic Religious Education in addressing the challenges of the Fourth Industrial Revolution and Society 5.0, as well as their implications for the learning process. This study employs a qualitative method using a literature review approach (library research) through the analysis of various relevant literature, scientific journals, books, and documents related to the research topic. Data analysis techniques involve data reduction, data presentation, and the systematic drawing of conclusions. Research findings indicate that the transformation of Islamic Religious Education in this era encompasses the use of digital technology in learning, the strengthening of digital literacy and religious character, and the development of innovative, student-centered learning models. Furthermore, integrating Islamic values with 21st-century skills is a crucial step in preparing a generation that is religious, critical, creative, and adaptable to the changing times. Thus, the transformation of Islamic Religious Education in the era of the Fourth Industrial Revolution and Society 5.0 emphasizes not only technological proficiency but also the reinforcement of spiritual, moral, and social values in modern society.

**Keywords:** Educational Transformation, Islamic Education, the Fourth Industrial Revolution, Society 5.0.

## **Abstract**

Educational transformation has become inevitable amidst the development of digital technology in the era of the Industrial Revolution 4.0 and the concept of Society 5.0. Islamic Religious Education (PAI) is required to not only focus on the transfer of religious knowledge, but also be able to adapt to developments in technology, information, and the needs of modern society. This study aims to analyze the form of transformation of Islamic Religious Education in facing the challenges of the Industrial Revolution 4.0 and Society 5.0 and its implications for the learning process. This study uses a qualitative method with a library research approach through the analysis of various literature, scientific journals, books, and documents relevant to the research topic. Data analysis techniques are carried out through data reduction, data presentation, and systematic drawing of conclusions. The results of the study indicate that the transformation of Islamic Religious Education in this era includes the use of digital technology in learning, strengthening digital literacy and religious character, and the development of innovative, student-centered learning models. In addition, the integration of Islamic values with 21st-century skills is an important step in preparing a generation that is religious, critical, creative, and adaptive to current developments. Thus, the transformation of Islamic Religious Education in the era of the Industrial Revolution 4.0 and Society 5.0 does not only emphasize mastery of technology, but also on strengthening spiritual, moral, and social values in the life of modern society.

**Keywords:** Educational Transformation, Islamic Religious Education, Industrial Revolution 4.0, Society 5.0.

### **A. Introduction**

The development of science and technology in the 21st century has brought significant changes to various aspects of human life. Digital transformation, marked by the emergence of technologies such as artificial intelligence, big data, the internet of things, and cloud computing, has become a key characteristic of the Industrial Revolution 4.0 era. This era has not only transformed industrial and economic systems but also significantly impacted social, cultural, and educational systems.<sup>1</sup>The world of education is required to carry out various innovations in order to be able to adapt to these changes and prepare human resources who have competence in accordance with the demands of the times.

The concept of the Industrial Revolution 4.0 has subsequently evolved into a new paradigm known as Society 5.0. This concept was first introduced in Japan as a vision of a human-centered society utilizing advanced technology to improve the quality of life. Society 5.0 emphasizes the integration of the physical and digital worlds to create a balance between technological advancement and human

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<sup>1</sup>Hendra, Saiful Anwar, Syamsul Arifin, and Abdul Haris, "The Future of Islamic Religious Education in Society 5.0," *Journal of Islamic Education* 10, no. 1 (2025), pp. 15-16.

needs.<sup>2</sup>Therefore, education has a strategic role in preparing a generation that is able to utilize technology wisely while also having strong character and moral values.

This paradigm shift has significant implications for the education system, including religious education. Education is no longer solely focused on imparting knowledge, but also on developing critical thinking, creativity, collaboration, communication, and digital literacy skills. Amidst rapid technological developments, education is expected to produce a generation that is not only intellectually intelligent but also possesses strong character and moral values.<sup>3</sup>This is important considering that technological developments also bring various moral and social challenges that can influence the behavior of the younger generation.

Changes in the context of Islamic education, particularly Islamic Religious Education (PAI), require transformation in the learning process. Islamic Religious Education plays a crucial role in shaping the character, morals, and spirituality of students.<sup>4</sup>Therefore, Islamic Religious Education (PAI) serves not only as a means of conveying religious teachings but also as a medium for character formation based on Islamic values. However, in the digital era and globalization, approaches to Islamic Religious Education (PAI) learning need to be updated to remain relevant to current developments and the needs of the younger generation.

The transformation of Islamic religious education in the era of the Industrial Revolution 4.0 and Society 5.0 encompasses various aspects, from shifting learning paradigms, the use of digital technology media, to strengthening teacher competencies as learning facilitators. The use of digital technologies such as learning management systems, learning applications, interactive media, and online learning resources can be an effective means of improving the quality of Islamic education. Through these technologies, students can access a wider and more flexible range of Islamic knowledge sources, making the learning process more dynamic and engaging.<sup>5</sup> Furthermore, the transformation of Islamic religious education must also consider the integration of Islamic values with 21st-century skills. Religious education aims not only to enhance students' religious understanding but also to shape character capable of facing global challenges. In this regard, Islamic education needs to instill values such as honesty, responsibility, tolerance, and social awareness as part of character development. The integration of religious values with 21st-century competencies is

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<sup>2</sup>Muhammad Ilham Jaya Kesuma, Ahmad Rifa'i, and Nurul Latifah, "Transformation of Islamic Religious Education Learning Based on Digital Technology in the Era of Society 5.0," *Pendas: Scientific Journal of Elementary Education* 10, no. 2 (2025), pp. 112-114.

<sup>3</sup>Retno Aqimnad Dinana, Muhammad Fahmi, and Fathur Rohman, "Dynamics and Challenges of Islamic Religious Education in the Era of Society 5.0," *Al-Mau'izhoh: Journal of Islamic Religious Education* 6, no. 2 (2024), pp. 78-79.

<sup>4</sup>Zainuddin, Muhammad Wahyudi, Zaimuddin, and Ferry Haryadi, "Transforming Islamic Education in Schools: Challenges and Opportunities in the Era of Society 5.0," *Mutiara: Indonesian Multidisciplinary Scientific Journal* 2, no. 4 (2024), pp. 45-46.

<sup>5</sup> Ahmad Fikri, "Digital Transformation of Islamic Education in the Era of Industrial Revolution 4.0," *International Journal of Islamic Education Studies* 5, no. 1 (2025), h.23-25.

expected to produce a generation that is religious, critical, creative, and adaptive to current developments.<sup>6</sup> However, the process of transforming Islamic religious education is not without challenges. One of the main challenges is the readiness of human resources, particularly teachers, to utilize digital technology in the learning process. Many teachers still experience difficulties integrating technology with effective learning methods. Furthermore, limited technological infrastructure in some educational institutions is also a factor that can hinder the educational transformation process. Therefore, various strategic efforts are needed to improve teacher competency, strengthen educational policies, and provide adequate supporting facilities to ensure optimal educational transformation.

Technological advancements, on the other hand, also open up significant opportunities for developing more innovative and contextual Islamic religious education. Digital technology can be leveraged to develop various interactive learning models, such as multimedia-based learning, blended learning, and e-learning.<sup>7</sup> With this approach, Islamic Religious Education (PAI) learning can be more engaging and relevant to the lives of students living in a digital culture. Furthermore, technology also enables broader collaboration and knowledge exchange between educators, students, and various educational institutions around the world. Based on this description, the transformation of Islamic religious education in the era of the Industrial Revolution 4.0 and Society 5.0 is an unavoidable necessity. Islamic education needs to continuously adapt to technological developments and social change to remain relevant in responding to the challenges of the times. Therefore, studying the transformation of Islamic religious education is crucial to understanding how Islamic education can optimally utilize technological developments while maintaining the spiritual and moral values that are the main foundations of Islamic teachings.

## **B. Literature Review**

The theoretical framework in this study is designed as a conceptual foundation for understanding various concepts and theories related to the transformation of Islamic religious education in the era of the Industrial Revolution 4.0 and Society 5.0. This theoretical study aims to provide a comprehensive understanding of the main concepts that form the basis of the analysis in this study. Through a review of relevant literature, this study outlines several important concepts including educational transformation, Islamic religious education, the Industrial Revolution 4.0, and the concept of Society 5.0 in the educational context. Understanding these concepts is crucial for explaining how Islamic religious

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<sup>6</sup> Siti Rahmah dan Abdul Karim, "Integrating Islamic Values and 21st Century Skills in Islamic Education," *Journal of Islamic Pedagogy* 9, no. 2 (2024), h.67-69.

<sup>7</sup> M. Rizki Pratama, "Innovation of Islamic Education Learning in the Society 5.0 Era," *Journal of Contemporary Islamic Education* 7, no. 2 (2024), h.54-56.

education can adapt to technological developments and social changes occurring in modern society.

### **I. The Concept of Educational Transformation**

Educational transformation is a process of fundamental change in the education system, encompassing changes in paradigms, teaching methods, curricula, and the use of technology in the learning process. This transformation aims to improve the quality of education to meet the demands of modern developments.<sup>8</sup>In the context of modern education, educational transformation is not only related to structural changes, but also changes in ways of thinking and pedagogical approaches that are more innovative and adaptive to technological developments and societal needs.

Educational transformation also emphasizes the importance of developing 21st-century competencies, including critical thinking, creativity, collaboration, and communication. These competencies are considered crucial for preparing a generation capable of facing increasingly complex global challenges. Therefore, the education system needs to integrate various learning approaches that encourage students to be active, creative, and able to utilize technology as a learning tool.<sup>9</sup>In the context of Islamic religious education, educational transformation involves not only changes in learning methods but also the strengthening of spiritual and moral values. Islamic religious education must balance technological development with the instillation of Islamic values so that students develop not only intellectual intelligence but also spiritual and social intelligence.

### **II. Islamic Religious Education**

Islamic Religious Education is an educational process aimed at instilling Islamic values in students, thereby developing individuals who are faithful, devout, and have noble morals. This education emphasizes not only the cognitive aspects of understanding Islamic teachings but also the affective and psychomotor aspects of practicing Islamic values in daily life.<sup>10</sup> Conceptually, Islamic religious education has several primary goals: to develop individuals with strong faith, a sound understanding of Islamic teachings, and the ability to practice these values in social life. Therefore, the Islamic Religious Education (PAI) learning process must be designed comprehensively, taking into account the students' religious knowledge, attitudes, and skills.

Islamic religious education in the modern era is also required to adapt to technological developments and social change. This requires innovation in learning

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<sup>8</sup> Ahmad Fikri, "Digital Transformation of Islamic Education in the Era of Industrial Revolution 4.0," *International Journal of Islamic Education Studies* 5, no. 1 (2025), h.24.

<sup>9</sup> Siti Rahmah dan Abdul Karim, "Integrating Islamic Values and 21st Century Skills in Islamic Education," *Journal of Islamic Pedagogy* 9, no. 2 (2024), h.68.

<sup>10</sup> Retno Aqimnad Dinana, Muhammad Fahmi, and Fathur Rohman, "Dynamics and Challenges of Islamic Religious Education in the Era of Society 5.0," *Al-Mau'izhoh: Journal of Islamic Religious Education* 6, no. 2 (2024), p. 80.

methods, the use of digital media, and curriculum development relevant to the needs of contemporary society.<sup>11</sup> Thus, Islamic religious education can remain relevant and contribute to shaping the character of the younger generation amidst the currents of globalization and technological developments.

### **III. Industrial Revolution 4.0 and its Implications for Education**

The Industrial Revolution 4.0 is a phase of industrial development marked by the integration of digital technology into various aspects of life. Technologies such as artificial intelligence, big data, robotics, and the internet of things have transformed the way people work, interact, and obtain information. These changes have also had a significant impact on education, particularly in terms of learning methods, technology use, and student competency development.<sup>12</sup> In education, the Industrial Revolution 4.0 has spurred the emergence of various technology-based learning innovations, such as e-learning, blended learning, and multimedia-based learning. These learning models enable students to learn more flexibly and interactively. Furthermore, digital technology also enables broader access to various knowledge sources, making the learning process more open and dynamic.

Technological developments also bring various challenges to the world of education, especially in maintaining a balance between technological progress and moral and ethical values.<sup>13</sup> Therefore, education needs to instill character values and digital ethics in students so that they are able to use technology wisely and responsibly.

### **IV. The Concept of Society 5.0 in Education**

The concept of Society 5.0 is a societal paradigm that places humans at the center of technological development. In this concept, technology is used to improve the quality of human life and solve various social problems faced by society. Society 5.0 emphasizes the integration of the physical and digital worlds to create a smarter, more inclusive, and sustainable society.<sup>14</sup> In the context of education, Society 5.0 demands that the education system produce human resources who possess not only technological competence but also critical thinking skills, creativity, and social sensitivity. Education must be able to holistically develop students' potential so they can play an active role in a technology-based society while remaining oriented toward humanitarian values.

The Society 5.0 concept for Islamic religious education provides opportunities to integrate technology with spiritual and moral values. The use of

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<sup>11</sup> Nurul Hidayah, "Challenges of Islamic Religious Education Teachers in the Digital Era," *Journal of Contemporary Islamic Education* 8, no. 1 (2025), p. 33.

<sup>12</sup> Muhammad Ilham Jaya Kesuma, Ahmad Rifa'i, and Nurul Latifah, "Transformation of Islamic Religious Education Learning Based on Digital Technology in the Era of Society 5.0," *Pendas: Scientific Journal of Elementary Education* 10, no. 2 (2025), p. 113.

<sup>13</sup> Nurul Hidayah, "Challenges of Islamic Religious Education Teachers in the Digital Era," h.34.

<sup>14</sup> Hendra et al., "The Future of Islamic Religious Education in Society 5.0," h.18.

technology in Islamic Religious Education (PAI) learning can increase learning effectiveness while expanding access to sources of Islamic knowledge.<sup>15</sup> Thus, Islamic religious education can contribute to shaping a generation that is not only intellectually and digitally intelligent, but also has a strong religious character.

### **C. Method**

This study employed a qualitative approach with library research. This approach was used to examine various concepts, theories, and research findings related to the transformation of Islamic religious education, the development of educational technology, and the concepts of the Industrial Revolution 4.0 and Society 5.0. The research data were obtained from various relevant literature sources, such as scientific books, national and international journal articles, conference proceedings, and other academic documents related to the research topic.<sup>16</sup> Through this approach, researchers attempt to understand and analyze various ideas and concepts that have developed in scientific literature regarding the transformation of Islamic religious education amidst the development of modern technology.

The data collection technique in this research was conducted through a documentation study, reviewing various library sources relevant to the research focus. The literature used included scientific journals, academic books, and recent research publications discussing Islamic religious education, learning innovation, and technological developments in education.<sup>17</sup> These sources are selectively chosen based on their relevance and credibility so that they can provide valid information to support research analysis.

The data analysis in this study employed content analysis techniques. The analysis process involved a thorough review of various sources of information, then identifying concepts, ideas, and research findings related to the transformation of Islamic religious education. The data obtained were then systematically analyzed through data reduction, data presentation, and conclusion drawing, resulting in a comprehensive understanding of the concept of transforming Islamic religious education in facing the challenges of the Industrial Revolution 4.0 and Society 5.0.<sup>18</sup> This research design outlines the research process, beginning with the identification of problems related to the transformation of Islamic religious education in the digital era. A literature review was then conducted to obtain various data and information relevant to the research topic. The collected data was then analyzed

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<sup>15</sup>Siti Rahmah and Abdul Karim, "Integrating Islamic Values and 21st Century Skills in Islamic Education," p.70.

<sup>16</sup> Ahmad Fikri, "Digital Transformation of Islamic Education in the Era of Industrial Revolution 4.0," *International Journal of Islamic Education Studies* 5, no. 1 (2025), h.24-25.

<sup>17</sup>Muhammad Ilham Jaya Kesuma, Ahmad Rifa'i, and Nurul Latifah, "Transformation of Islamic Religious Education Learning Based on Digital Technology in the Era of Society 5.0," *Pendas: Scientific Journal of Elementary Education* 10, no. 2 (2025), pp. 112-114.

<sup>18</sup>Nurul Hidayah, "Challenges of Islamic Religious Education Teachers in the Digital Era," *Journal of Contemporary Islamic Education* 8, no. 1 (2025), pp. 33-34.

using content analysis techniques to identify concepts and strategies for transforming Islamic religious education.

The results of this analysis are then interpreted to produce research findings, which are then formulated into conclusions. With this research design, it is hoped that this study will provide a clear picture of the concept and strategy for transforming Islamic religious education in facing the challenges of technological development and social change in the era of Industrial Revolution 4.0 and Society 5.0.

#### **D. Result and Discussion**

The results of this study were obtained through a literature review related to the development of Islamic religious education in educational institutions in Banjarbaru City. As one of the centers of educational development in South Kalimantan, Banjarbaru City has various secondary education institutions that continue to strive to adapt to technological developments in the era of the Industrial Revolution 4.0 and Society 5.0. Based on the results of the review of various scientific sources and the developing educational conditions in Banjarbaru City, several important issues were identified related to the transformation of Islamic religious education in the face of digital technology developments and social changes.

One of the key issues identified is the shift in learning paradigms in Islamic religious education. In several secondary schools in Banjarbaru City, the Islamic religious education learning process has begun utilizing digital technology as a learning medium. Teachers are not only using conventional lecture methods, but also utilizing digital learning media such as interactive presentations, instructional videos, and various internet-based learning resources. This use of technology demonstrates a transformation effort in the learning process aimed at increasing learning effectiveness and adapting learning methods to the characteristics of the digital generation. In addition to changes in learning methods, another issue that has emerged is the readiness of educators to utilize digital technology in the learning process. The study results indicate that some Islamic religious education teachers in Banjarbaru City have begun utilizing technology in their learning, but they still face various challenges, such as limited digital literacy skills, a lack of training related to educational technology, and limited technological facilities and infrastructure in some schools. These conditions indicate that the transformation of Islamic religious education requires not only changes in learning methods but also increased teacher competency in utilizing digital technology effectively.

The development of digital technology also presents significant opportunities for the development of Islamic religious education in Banjarbaru City. Technology enables students to access a wider range of Islamic knowledge sources through digital platforms, such as scientific journals, digital books, Islamic learning applications, and various internet-based educational media. Access to these diverse knowledge sources can enrich students' understanding of Islamic teachings and encourage them to learn more independently and actively. Furthermore, the use of technology also

enables the implementation of various innovative learning models, such as blended learning and e-learning, which can increase student participation in the learning process.

The research also shows that the transformation of Islamic religious education in Banjarbaru City is not only related to the use of digital technology, but also related to strengthening the character values and spirituality of students. Islamic religious education plays a crucial role in shaping students' character so they can use technology wisely and responsibly. Therefore, integrating digital literacy with Islamic values is a crucial strategy in facing the challenges of technological development in the Society 5.0 era. Through this integration, it is hoped that students will not only have the ability to utilize technology but also develop strong religious, moral, and social character in community life.

Based on the results of this study, it can be concluded that the transformation of Islamic religious education in Banjarbaru City in the era of Industrial Revolution 4.0 and Society 5.0 encompasses several important aspects, namely a shift in learning paradigms, the use of digital technology in the learning process, improving teachers' digital competencies, and strengthening students' character and spiritual values. This transformation is a crucial step in improving the quality of Islamic religious education to meet the challenges of technological developments and social change in modern society.

The discussion in this study aims to examine in more depth the transformation of Islamic Religious Education (PAI) in the era of the Industrial Revolution 4.0 and Society 5.0 by linking research findings, theoretical frameworks, and the empirical conditions of education in Banjarbaru City. The current educational transformation cannot be separated from the increasingly rapid development of digital technology and social changes that influence people's lifestyles. In this context, Islamic religious education is required to adapt to current developments without losing the fundamental values that underlie Islamic teachings.<sup>19</sup>Therefore, the transformation of Islamic religious education is not only related to the use of technology in the learning process, but also related to efforts to build an education system that is capable of producing a generation with character, broad knowledge, and the ability to face various global challenges.

The development of digital technology in the Industrial Revolution 4.0 era has brought significant changes to the education system. Information and communication technology provides various conveniences in the learning process, from access to learning resources, the use of digital learning media, to the development of technology-based learning models.<sup>20</sup>In the context of Islamic religious education, the use of digital technology can be an effective tool for improving the quality of learning.

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<sup>19</sup>Hendra, Saiful Anwar, Syamsul Arifin, and Abdul Haris, "The Future of Islamic Religious Education in Society 5.0," *Journal of Islamic Education* 10, no. 1 (2025), pp. 18-19.

<sup>20</sup> Ahmad Fikri, "Digital Transformation of Islamic Education in the Era of Industrial Revolution 4.0," *International Journal of Islamic Education Studies* 5, no. 1 (2025), h.26-28.

Teachers can utilize various digital media, such as instructional videos, educational apps, online learning platforms, and various digital literature sources, to enrich learning materials. This use of technology not only makes the learning process more engaging and interactive but also provides opportunities for students to acquire broader and deeper knowledge.

In Banjarbaru City, the transformation of Islamic religious education is beginning to be seen through various innovative efforts undertaken by educational institutions to integrate digital technology into the learning process. Several schools have begun utilizing technology as part of their learning strategies to improve the quality of education. Islamic religious education teachers are utilizing various digital media such as multimedia presentations, educational videos, and online learning platforms to deliver learning materials more effectively.<sup>21</sup> Furthermore, students are given the opportunity to access various digital learning resources that can enrich their understanding of Islamic teachings. This transformation demonstrates that Islamic religious education has significant potential to develop alongside technological advancements in society.

The process of transforming Islamic religious education also faces various challenges that require serious attention. One major challenge is the readiness of educators to utilize digital technology in the learning process. Not all teachers possess sufficient digital literacy skills to effectively integrate technology into learning. Furthermore, limited technological facilities in some educational institutions are also a factor that can hinder the educational transformation process.<sup>22</sup> Therefore, improving digital competency for Islamic religious education teachers is a crucial aspect to consider in supporting educational transformation in the digital era. Training, mentoring, and professional development for teachers are strategic steps that can be taken to improve the quality of Islamic religious education teaching.

Challenges related to technology, the transformation of Islamic religious education must also address values and character. In the digital age, characterized by easy access to information, students are exposed to various global cultural influences that can influence their thinking and behavior.<sup>23</sup> Therefore, Islamic religious education plays a crucial role in shaping students' character, enabling them to filter the information they receive from various sources. Islamic religious education aims not only to enhance students' religious understanding but also to instill moral and spiritual values that can serve as guidelines for everyday life.

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<sup>21</sup> Muhammad Ilham Jaya Kesuma, Ahmad Rifa'i, and Nurul Latifah, "Transformation of Islamic Religious Education Learning Based on Digital Technology in the Era of Society 5.0," *Pendas: Scientific Journal of Elementary Education* 10, no. 2 (2025), pp. 116-118.

<sup>22</sup> Nurul Hidayah, "Challenges of Islamic Religious Education Teachers in the Digital Era," *Journal of Contemporary Islamic Education* 8, no. 1 (2025), pp. 35-36.

<sup>23</sup> Siti Rahmah dan Abdul Karim, "Integrating Islamic Values and 21st Century Skills in Islamic Education," *Journal of Islamic Pedagogy* 9, no. 2 (2025), h.71-73.

The concept of Society 5.0 offers a new perspective on understanding the relationship between technology and human life. In this concept, technology is viewed as a tool used to improve the quality of human life and resolve various social problems faced by society. Therefore, the use of technology in education must remain oriented toward humanitarian values. Islamic religious education plays a strategic role in ensuring that technological developments do not diminish moral and spiritual values in society. Integrating digital literacy with Islamic values is a crucial step in developing a generation capable of using technology wisely and responsibly.

Islamic religious education, within the context of developing a progressive society, plays a crucial role in shaping a generation that balances intellectual, spiritual, and social intelligence. A progressive society is characterized not only by technological and economic progress but also by the moral and ethical qualities of its members. Therefore, Islamic religious education must be a key pillar in building a civilized society.<sup>24</sup> Through education based on Islamic values, it is hoped that a generation will emerge with integrity, social responsibility, and the ability to contribute positively to community development.

Transformation of Islamic religious education can also be achieved through the development of innovative and contextual learning models. Models such as blended learning, project-based learning, and collaborative learning can be alternatives for fostering a more active and participatory learning process. These approaches enable students to be directly involved in the learning process, thereby developing various skills needed in modern life, such as critical thinking, creativity, and the ability to collaborate with others. Through innovative learning approaches, Islamic religious education can become more relevant to the needs of the younger generation living amidst the development of digital technology.<sup>25</sup> Thus, the transformation of Islamic religious education in the era of Industrial Revolution 4.0 and Society 5.0 is a complex and multidimensional process. This transformation is not only related to the use of technology in learning, but also relates to a shift in educational paradigms that emphasize character development, moral values, and the ability to adapt to changing times. Islamic religious education must be able to bridge technological developments with the spiritual values that underlie human life. Through this transformation, it is hoped that Islamic religious education can make a significant contribution to building a progressive, civilized society that maintains a balance between technological advancement and moral values in social life.

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<sup>24</sup> Hendra et al., "The Future of Islamic Religious Education in Society 5.0," h.20.

<sup>25</sup> Muhammad Ilham Jaya Kesuma et al., "Transformation of Islamic Religious Education Learning Based on Digital Technology in the Era of Society 5.0," pp. 118-119.

## **Conclusion**

Based on the research and discussion conducted, it can be concluded that the transformation of Islamic Religious Education (PAI) in the era of the Industrial Revolution 4.0 and Society 5.0 is an unavoidable necessity in facing increasingly dynamic technological developments and social change. The development of digital technology has brought about changes in the educational paradigm, including in the learning process of Islamic religious education. In Banjarbaru City, this transformation is beginning to be seen through the use of digital technology in the learning process, the use of technology-based learning media, and efforts to develop more innovative and contextual learning models. The use of digital technology offers various advantages, including increasing student access to sources of Islamic knowledge, enriching learning methods, and encouraging students to be more active and independent in the learning process. Furthermore, the integration of digital literacy with Islamic values is also a strategic step in developing a generation that has a balance between intellectual, spiritual, and social intelligence, the transformation of Islamic religious education also faces several limitations and challenges that require attention. One major challenge is the readiness of human resources, particularly Islamic religious education teachers, to optimally utilize digital technology in the learning process. Limited digital literacy competencies, a lack of educational technology training, and limited technological facilities and infrastructure in some educational institutions are factors that can hinder the educational transformation process. Furthermore, the rapid development of technology also has the potential to bring various negative impacts if not balanced by strengthening moral and spiritual values in the educational process. Therefore, the transformation of Islamic religious education in the era of the Industrial Revolution 4.0 and Society 5.0 needs to be carried out comprehensively by integrating the use of digital technology, improving teacher competency, and strengthening students' character and spiritual values. Thus, Islamic religious education is expected to contribute to building a progressive, civilized society capable of facing various global challenges in the future.

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