The Role of Islamic Education as the First Step Moral Education in Era Society 5.0: Implications for Indonesian and Turkish Education Systems

Syamsul Huda[1], Nur Ahid[2], Hasan Said Tortop[3], Fitria Lestari[4], Andika Eko Prasetiyo[5]

[1,2]*Institut Agama Islam Negeri (IAIN) Kediri, Indonesia*
[3]*Genc Bilge Counsulting and Publishing, Turkey*
[4]*Universitas Muhammadiyah Lampung, Indonesia*
[5]*University of Melbourne, Australia*

Corresponding Author ✉ syamsulhudaiainkediri@gmail.com

ABSTRACT

Technological developments in the industrial era 4.0 are the initial problems that will trigger further problems in the era of society 5.0. Preparations for the era of society 5.0 must be carried out and designed earlier in anticipation of moral decline due to current technological developments. The complexity of the moral decline is an integral part of the education system. In this research, an integrated study of the Islamic education system of two countries, namely Indonesia and Turkey, was carried out to find important points as a solution to problems to face the era of society 5.0. The research method was carried out using 2 sources, namely observational studies of data collection with interview techniques (quantitative) and literature studies in accordance with the discussion of the challenges of Islamic education in facing society 5.0 (qualitative). Approach analysis using Structural Equation Modeling (SEM) was carried out to strengthen the results. The results of the research as the findings in this article obtain information that respect for others, politeness in speech, and manners in acting must be applied to primary to junior secondary education. All moral education must be based on Islamic education by using innovative learning models as an effective education system in the era of society 5.0.

Keywords: *Islamic Education, Moral Education, Education in Era Society 5.0*

INTRODUCTION

Islamic education is one of the sciences that facilitates humans in learning and practicing their potential. The main function of Islamic education is to integrate knowledge that is physical (physical) and non-physical (spiritual). One of the most trusted references in Islam is the word given by Allah SWT in the Qur'an, namely the Prophet Muhammad SAW as an ulil albab figure, as a complete Muslim human, namely a man who is faithful, knowledgeable, and always productive in doing

righteous deeds in accordance with the guidance of the teachings Islam(Muhsin & Ahmad, 2019). Therefore, in an effort to reconstruct Islamic education we need to pay attention to the principles of Islamic education, which include: (1) Islamic education is part of the Islamic life system(Lafrarchi, 2020); (2) Islamic education is something that is integrated(Almutawa, 2020); (3) Islamic education is a life long process(Sahin, 2018); (4)Islamic education takes place through a dynamic process(Alkouatli, 2018); (5)Islamic education is done by giving more moral messages to students(Brooks & Mutohar, 2018). Islamic religious education is guidance, education aimed at inviting children to understand, appreciate and practice their religious teachings which is carried out by providing understanding, habituation, exemplary, creating a religious atmosphere so that the child appears as a believer and devoted to Allah SWT.

The quality of a society is determined by the quality of education of its members(Al-hadeed, 2020). One way to increase the knowledge and skills of community members is to improve the quality of knowledge from the community itself. The community is the third educational institution after education in the family environment and school environment(Brooks & Mutohar, 2018).In other words, religious education can be defined as to actualize the qualities of perfection that Allah SWT has bestowed upon humans, these efforts are carried out without any strings attached except for the sole purpose of worshiping Allah.

The length of education is considered to have a lot of influence on the formation of one's competitiveness. The higher one's education level, the higher one's chances of improving oneself, and the lower the level of education, the more difficult it is to grow one's abilities and competitiveness(Gurlesin et al., 2020).Islamic education should be integrated into the development of human beings who are cultured, civilized, moral, knowledgeable both in science and technology, and skilled in innovative and competitive(Huda, Suherman, et al., 2020).

The development of technology in the industrial era 4.0 which is happening in several developing countries including Indonesia is currently a challenge for the education system in Indonesia. Educators, namely teachers, have to think about how to deal with changes in students' lifestyles at school. In addition to attitudes and behavior, teaching in terms of choosing sources of information on the internet is one solution in the formation of good student character. Complex problems in the era of industrial development 4.0 or society 5.0 must be balanced with the ability of adequate educators (teachers and parents) and even all components of society. Therefore, the community must play a role in dealing with moral education problems that occur as a result of the times(Wijaya et al., 2020).

The era of the Industry 4.0 revolution and the era of Society 5.0 are changing times that are really happening and real in various parts of the world(Nuryana, 2019). The era of Society 5.0 was actually initiated by one of the developed countries in Asia, namely Japan(Susanti, 2018). Japan is one of the countries that anticipates changing global trends as a result of the industrial revolution 4.0 era(Putra, 2019). In the theory presented by the Japanese government, society 5.0 is an era where all humans experience changes in social life and must occur along with technological developments in the era of the industrial revolution 4.0 (Sahin, 2018).

In this study, the study of Islamic education as the basis of moral education in facing the era of society 5.0 is the main goal. Analysis using SEM was carried out to strengthen the results in obtaining an effective learning model in the era of society 5.0. The integration of the education system between Indonesia and Turkey is carried out
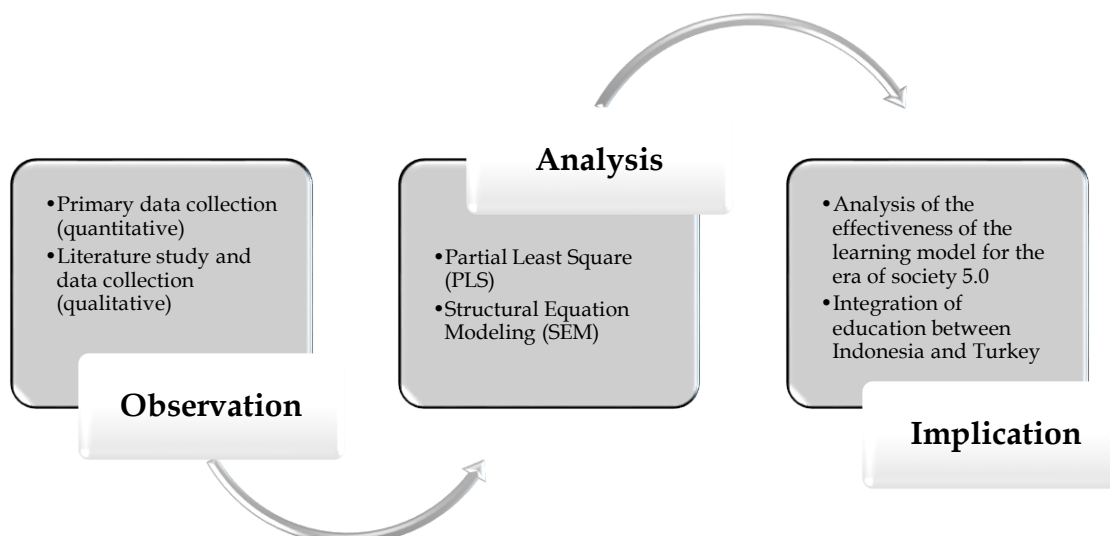
on the basis of correlation to obtain strong certainty in determining effective learning concepts and models.

METHOD

This research uses quantitative and qualitative data collection methodology. The data collection technique was carried out using a random and anonymous survey questionnaire as a form of objective data collection. However, the provision of status information as (teacher or student) was written in this questionnaire with the aim of correlating the results of observations using SEM. The participants who helped in this study were students and teachers from a school in Turkey, and Pesantren Tebuireng, Jombang, Indonesia. Data for schools is taken from the 2019 Elementary School (madrasah ibtidaiyah).

In qualitative data collection techniques, data obtained from various books and literature, documents, journals, articles and information from print media and other electronic media that are relevant to the problems observed. Anticipation ability (AA) has 13 items, supply chain (SC) has 10 items, accommodating ability (AAC) has 4 items, self-organizing skills (SOS) has 6 items and education system integration (IES) has 4 items. The data that has been collected will be selected and grouped then discussed and analyzed using Structural Equation Modeling (SEM). This analysis using SEM was carried out to strengthen the results(Ghozali & Fuad, 2005).

Figure 1.The research flow uses 3 stages, namely observation, analysis, and implications as findings in this study.

Analysis

- Primary data collection (quantitative)
- Literature study and data collection (qualitative)

Observation

- Partial Least Square (PLS)
- Structural Equation Modeling (SEM)

- Analysis of the effectiveness of the learning model for the era of society 5.0
- Integration of education between Indonesia and Turkey

Implication

RESULT AND DISCUSSION

Structural Equation Modeling (SEM) is a highly cross-sectional, linear, and complex statistical modeling technique(Ghozali & Fuad, 2005). SEM is an analytical method that uses a combination of two multivariate techniques, namely confirmatory factor analysis and path analysis. On the other hand, the hypothesis search technique using SEM is the most prominent technique for analyzing data(Al-hadeed, 2020). So that SEM is widely recommended by various leading researchers using Partial Least Square (PLS) to get an accurate hypothesis. Generally, SEM and PLS techniques are built by making the validity of the research data examined. This process is shown in

Figure 2. The validity in this study is convergent and shows that the items are highly related to each other. In addition, the values of convergent validity because Alpha and CR are more than 0.75 and loading and AVE are greater than 0.55 are shown in Table 1.

Table **1**. Convergent validityin this study

Items	Loadings	Alpha	CR	AVE
AA1	0.685	0.935	0.927	0.528
AA10	0.745			
AA11	0.701			
AA12	0.775			
AA13	0.761			
AA2	0.746			
AA3	0.703			
AA4	0.688			
AA5	0.691			
AA6	0.719			
AA7	0.731			
AA8	0.745			
AA9	0.748			
AAC1	0.657	0.679	0.818	0.601
AAC2	0.847			
AAC4	0.790			
IES1	0.740	0.767	0.768	0.625
IES2	0.753			
IES3	0.837			
IES4	0.823			
SC1	0.738	0.708	0.821	0.546
SC10	0.699			
SC2	0.701			
SC3	0.717			
SC4	0.749			
SC5	0.737			
SC6	0.712			
SC7	0.758			
SC8	0.771			
SC9	0.813			
SOS1	0.891	0.878	0.909	0.626
SOS2	0.848			
SOS3	0.724			
SOS4	0.681			
SOS5	0.751			
SOS6	0.835			

The value of discriminant validity in this study shows that the constructs are not strongly related to each other and the analysis of the value of discriminant validity

validity because the ratio of Heterotrait Monotrait is not greater than 0.93 is shown in Table 2

Tabel 2.Monotrait heterotrait ratio in this study

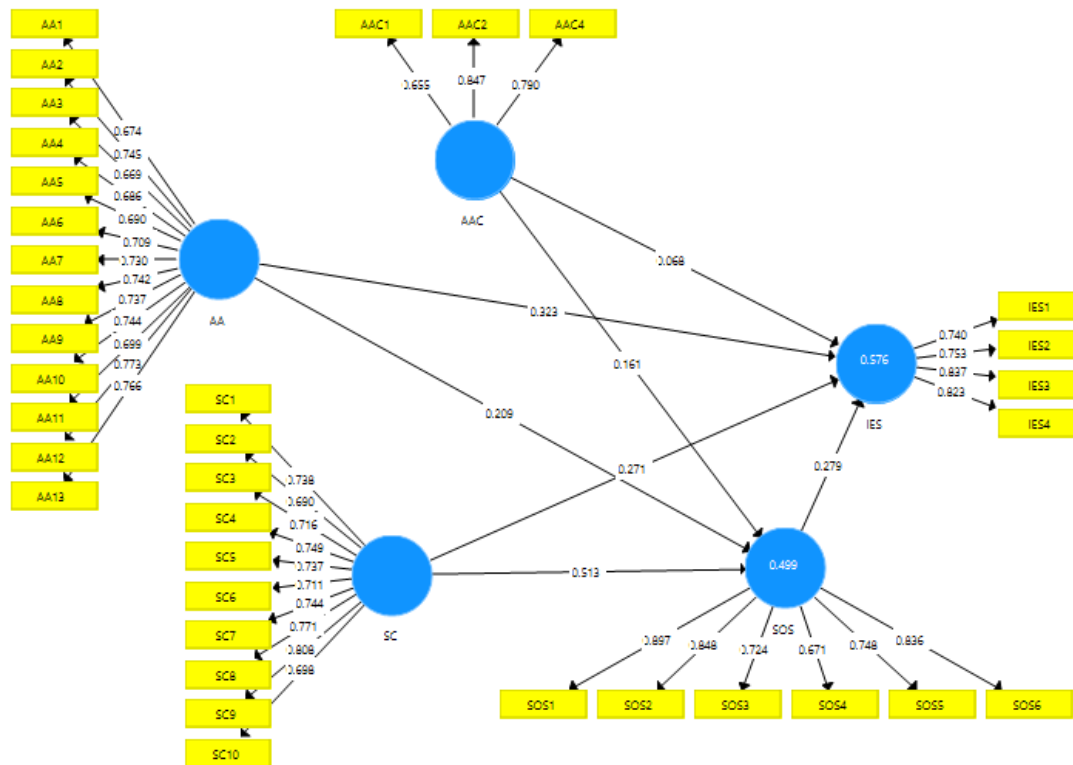|	AA	AAC	IES	SC	SOS
AA					
AAC	0.244				
IES	0.712	0.342			
SC	0.698	0.436	0.712		
SOS	0.532	0.424	0.715	0.727	

Figure 2. Measurement model assessment in this study

Based on the analysis, the assessment model (Figure 2) shows that AA, AAC while supply chain has a positive relationship with IES. These results can accept H1, H2 and H3, but SOS has a positive mediation between the AA and IES links, whereas supply chain analysis and IES and AAC and IES can accept H4, H5 and H6. The results of this statistical analysis are shown in Table 3.

Table 3. Path analysis in this study

	Beta	S.D.	t-values	p-values
AA -> IES	0.323	0.043	7.481	0.000
AAC -> IES	0.068	0.034	1.988	0.047
SC -> IES	0.271	0.052	5.234	0.000
AA -> SOS -> IES	0.058	0.016	3.594	0.000
AAC -> SOS -> IES	0.045	0.015	3.020	0.003
SC -> SOS -> IES	0.143	0.033	4.277	0.000

The observation results show that educational information in Turkey has very good information in all aspects (Altun & Yazici, 2010). All 5 aspects of the use of the questions had very high average scores. This shows that, education in Turkey has a system that was developed based on current needs (Ata Aktürk et al., 2017). Moreover, Turkey is a developed country and is preparing for the next era, the Era of Society 5.0.

Table 4. Results of observation data (general) education in Turkey and Indonesia

	Educational Aspects	Average value
Turkey	Is the teaching and learning process suitable for moral formation?	4.5
	Is the teaching and learning process carried out always on time?	4
	Does the knowledge given to students meet all the needs in the era of society 5.0?	5
	Can the assignments given lead students to good personalities?	4
	Are teaching and learning conditions carried out interactively and efficiently?	4.5
Indonesia	Is the teaching and learning process suitable for moral formation?	4.5
	Is the teaching and learning process carried out always on time?	4
	Does the knowledge given to students meet all the needs in the era of society 5.0?	4
	Can the assignments given lead students to good personalities?	4
	Are teaching and learning conditions carried out interactively and efficiently?	4

Observations made at the Tebuireng Islamic Boarding School Indonesia have a fairly good value when compared to Turkey (Altintas & Ozdemir, 2012). Considering that Indonesia is a developing country that is improving the system towards the Era of Society 5.0. However, the education system in Indonesia needs to be improved. Because the distribution of the education system in Indonesia is still lacking. The Tebuireng Islamic Boarding School is one of the pesantren that represents the Indonesian education system in general (not the best school, not the lowest school) in terms of reflecting the quality of education in Indonesia(Munifah et al., 2019). The aim of education in Turkey is "to the fullest development of the personality and strive to preserve the citizen, a voice in mind and body, imbued with the qualities needed for those who make up a peaceful and democratic state and society." (Güçyeter et al., 2017).

Based on the problems and research results using SEM analysis regarding the effectiveness of Islamic Religious Education learning in improving the quality of morality. Effectiveness of Learning Islamic religious education carried out by teachers to increase the effectiveness of PAI learning has been running effectively, but has not been achieved optimally(Zhang, 2017). It can be seen from the way the teacher prepares everything needed in learning activities, such as the preparation of lesson plans, preparation of learning equipment and learning media(Alonso et al., 2005; Ata

Aktürk et al., 2017; Huda, Tsani, et al., 2020; Peter Kayode et al., 2014; Rokhman et al., 2014; Sondergaard & Ryberg, 2018). In addition, the way the teacher opens the lesson always provides motivation that can arouse students' enthusiasm for learning.

In addition, the factors that support the implementation of the effectiveness of learning come from the students themselves which are marked by the pleasure of students towards PAI subjects. The teacher is also one of the factors supporting class management(Barnett & Francis, 2011; O'flaherty & Phillips, 2015; Scholarsarchive & Young, 2014). In addition to students and teachers, the facilities and infrastructure available in the classroom are also a determining factor. With adequate facilities in the classroom will facilitate class management(Anuruthwong, 2017; Herpratiwi, 2018; Jo & Ku, 2011; Nejad et al., 2014; Nuryana, 2019; Steiner, 1985; Ulger, 2018; Windschitl, 2003). The factors that hinder the implementation of classroom management are also from the students themselves which are marked by the presence of students playing around during the lesson.

The research results, the Islamic religious education curriculum shows that the process of growing and increasing faith, through giving and cultivating knowledge, appreciation, experience plays an important role and can be carried out with a high level of discipline (Aslan & Zhu, 2015). Innovative learning models prove that sight, hearing can make a person's nature and character form by themselves if done repeatedly. In general, Islamic Religious Education aims to increase the faith, understanding, appreciation and experience of students about the religion of Islam so that they become Muslim human beings who believe and are devoted to Allah SWT and have good morals starting in personal, social, nation and state life. The purpose of Islamic Religious Education are (1). So that students can understand the teachings of Islam in an elementary (simple) and comprehensive manner so that it can be used as a guide for life and practice of their actions, both in their relationship with Allah SWT, their relationship with the community and themselves with the natural environment.; (2). Forming a person of noble character, in accordance with the teachings of Islam. The process of Islamic education shown by the Prophet Muhammad SAW. Is a form of implementation of education that is flexible and universal, in accordance with the potential possessed by students, the habits (customs) of the community, and the natural conditions in which the educational process takes place wrapped in the pillars of Islamic aqidah.

Based on research on the effectiveness of Islamic religious education learning in improving the moral quality of students, there are problems that must be considered.For the principal as a leader who manages teacher performance, he should provide direction regarding the importance ofclassroom management in learning activities. It is necessary to hold meetings with teachers to convey this through seminars or through regular meetings. For the sake of smooth learning activities in schools, it is necessary to improve facilities, especially with regard to classrooms.For Islamic religious education teachers should understand more about approaches in classroom management. In addition, it is necessary to approach students intensively both inside and outside the classroom in order to make it easier to know the character of students.In addition, the school and students should be able to maintain all existing facilities so that they can be used to support the learning process.

CONCLUSION

The challenge of Islamic education has provided an inspiration that preparing human resources who are ready to face challenges is the task of Islamic education.

Even then, it cannot be separated from the various opportunities that can be used as a way to foster generations to be more competitive and take part in an unlimited global village. The challenges of Islamic education are so complex in facing society 5.0 which is increasingly being echoed in Japan which will certainly have an impact and influence on Indonesia. Therefore, Islamic education must be able to face the challenges that will be faced. In addition, Islamic education must also have the main capabilities that must be possessed by every component of society and Islamic education.The ability to anticipate has become very important in the era of Islamic education where the priority has been supported by the supply chain for ultimate success, while the ability to accommodate is also a success factor in building a broad education supply chain system. Pesantren not only play an important role in developing self-regulation skills through such schools, but have also provided some positive things in the character of these students in memorizing education better than in public schools.

ACKNOWLEDGEMENT

AUTHOR CONTRIBUTION STATEMENT

Conceptualization, S.H. and H.S.T; methodology, S.H. and H.S.T; software, A.E.P.; validation, H.S.T., S.H. and N.A.; formal analysis, S.H.; investigation, S.H.; resources, S.H.; data curation, F.L.; writing—original draft preparation, S.H.; writing—review and editing, H.S.T.; visualization, A.E.P.; supervision, S.H.; project administration, N.A.; funding acquisition, S.H.

REFERENCES

Al-hadeed, L. A. (2020). The Methodology and Subject Matter in Sociology of Founding Fathers of Ibn Khaldun and Auguste Comte : A Comparative Study Abstract : *Open Science Journal*, *5*(4), 1–12.

Alkouatli, C. (2018). Pedagogies in Becoming Muslim : Contemporary Insights from Islamic Traditions on Teaching , Learning , and Developing. *Religions*, *9*(367). https://doi.org/10.3390/rel9110367

Almutawa, F. (2020). Improving Schools Weekend Islamic schools in Europe : Challenges and means of development. *Improving Schools*, *23*(2), 190–203. https://doi.org/10.1177/1365480219869425

Alonso, F., López, G., Manrique, D., & Viñes, J. M. (2005). An instructional model for web-based e-learning education with a blended learning process approach. In *British Journal of Educational Technology* (Vol. 36, Issue 2). Blackwell Publishing Ltd.

Altintas, E., & Ozdemir, A. S. (2012). The Determination Of The Ideas Of The Teachers In Turkey About The Gifted Students. *Procedia - Social and Behavioral Sciences*, *Vol.46*, p.2188–2192.

Altun, F., & Yazici, H. (2010). Learning styles of the gifted students in Turkey. *Procedia - Social and Behavioral Sciences*, *Vol.9*, 198–202.

Anuruthwong, U. (2017). Education for The Gifted / Talented in Thailand. *Cogent Education*, *Vol.4*(No.1), p.1-17.

Aslan, A., & Zhu, C. (2015). Pre-Service Teachers' Perceptions of ICT Integration in

Teacher Education in Turkey. *TOJET: The Turkish Online Journal of Educational Technology*, *14*(3).

Ata Aktürk, A., Demircan, H. özlen, Şenyurt, E., & Çetin, M. (2017). Turkish early childhood education curriculum from the perspective of STEM education: A document analysis. *Journal of Turkish Science Education*, *14*(4), 16–34. https://doi.org/10.12973/tused.10210a

Barnett, J. ., & Francis, A. . (2011). Using higher orders thinking questions to foster Critical Thinking: a classroom study. *Educational Psychology: An International Journal of Experimental Educational Psychology*, *32*(2), 201–211.

Brooks, M. C., & Mutohar, A. (2018). Islamic school leadership : a conceptual framework Islamic school leadership : a conceptual framework. *Journal of Educational Administration and History*, *50*(2), 54–68. https://doi.org/10.1080/00220620.2018.1426558

Ghozali, I., & Fuad. (2005). *Structural Equation Modeling: Teori, Konsep dan Aplikasi dengan Program Lisrel 8,54*. Universitas Diponegoro.

Güçyeter, Ş., Kanlı, E., Özyaprak, M., & Leana-taşcılar, M. Z. (2017). Serving Gifted Children in Developmental and Threshold Countries—Turkey. *Cogent Education*, *Vol.4*(No.128), p.1-16.

Gurlesin, O., Akdag, M., & Alasag, A. (2020). Playful Religion : An Innovativ Playful Religion : An Innovative Approach to Prevent Radicalisation of Muslim Yout Radicalisation of Muslim Youth in. *Religions*, *11*, 67.

Herpratiwi. (2018). The Effectiveness of the Inclusive Education Model for Students With Special Needs on Cognitive Learning Achievement. *Jurnal Pendidikan Progresif*, *8*(2), 97–108. https://doi.org/10.23960/jpp.v8.i2.201811

Huda, S., Suherman, Komarudin, Syazali, M., & Umam, R. (2020). The Effectiveness of Al-Qurun Teaching Model (ATM) Viewed from Gender Differences: The Impact on Mathematical Problem-Solving Ability. *Journal of Physics: Conference Series*, *1467*(1). https://doi.org/10.1088/1742-6596/1467/1/012001

Huda, S., Tsani, I., Syazali, M., Umam, R., & Jermsittiparsert, K. (2020). The management of educational system using three law Auguste Comte : A case of Islamic schools. *Management Science Letters*, *10*(3). https://doi.org/10.5267/j.msl.2019.9.018

Jo, S., & Ku, J. (2011). Problem Based Learning Using Real-Time Data in Scienc E Education for the Gifted. *Gifted Education International*, *27*(3), 263–273. https://doi.org/10.1177/026142941102700304

Lafrarchi, N. (2020). Assessing Islamic Religious Education Curriculum in Flemish Public Secondary Schools. *Religions*, *11*, 110.

Muhsin, M. A. Al, & Ahmad, N. (2019). The Emergence of Education 4.0 Trends in Teaching Arabic Islamic Finance Curriculum Design: A Case Study. *International Journal of Psychosocial Rehabilitation*, *23*(4), 1019–1029. https://doi.org/10.37200/IJPR/V23I4/PR190430

Munifah, Tsani, I., Yasin, M., Tortop, H. S., Palupi, E. K., & Umam, R. (2019). Management System of Education : Conceptual Similarity (Integration) between Japanese Learning System and Islamic Learning System in Indonesia. *Tadris Jurnal Keguruan Dan Ilmu Tarbiyah*, *4*(2), 159–170. https://doi.org/10.24042/tadris.v4i2.4893

Nejad, E. A., Khaghanizade, M., & Sarhangy, F. (2014). Training Needs of the Families with Mentally Retarded Child: A Mini-Review. *International Journal of Medical Reviews*, *1*(2), 81–84.

85

Nuryana, Z. (2019). *Kurikulum 2013 dan Masa Depan Pendidikan Agama Islam di Indonesia*. https://doi.org/10.31219/osf.io/4j6ur

O'flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review ☆. *The Internet and Higher Education*, *25*, 85–95. https://doi.org/10.1016/j.iheduc.2015.02.002

Peter Kayode, O., Bukola Olaronke, K., & Kayode, P. (2014). Perceived Importance of ICT in Preparing Early Childhood Education Teachers for The New Generation Children. *International Journal of Evaluation and Research in Education (IJERE)*, *3*(2), 119–124.

Putra, P. H. (2019). Jurnal Islamika : Jurnal Ilmu-Ilmu Keislaman. *Tantangan Pendidikan Islam Dalam Menghadapi Society 5.0*, *19*(02), 99–110.

Rokhman, F., Hum, M., & Syaifudin, A. (2014). Character Education For Golden Generation 2045 (National Character Building for Indonesian Golden Years). *Procedia - Social and Behavioral Sciences*, *141*, 1161–1165. https://doi.org/10.1016/j.sbspro.2014.05.197

Sahin, A. (2018). Critical Issues in Islamic Education Studies : Rethinking Islamic and Western Liberal Secular. *Religions*, *9*(335). https://doi.org/10.3390/rel9110335

Scholarsarchive, B., & Young, L. L. (2014). *Online Student Discussions in a Blended Learning Classroom: Reconciling Conflicts Between a Flipped Instruction Model and Reform-Based Mathematics*. Brigham Young University.

Sondergaard, B. D., & Ryberg, T. (2018). Ninth Issue of The Journal of Problem Based Learing in Higher Education. *Journal of Problem Basec Learning in Higher Education*, *6*(2).

Steiner, H.-G. (1985). *Theory of Mathematics Education (TME): an Introduction**. 11–17.

Susanti, D. (2018). Pengembangan Pendidikan Agama Islam. *Edureligia; Jurnal Pendidikan Agama Islam*, *1*(2), 63–75. https://doi.org/10.33650/edureligia.v1i2.46

Ulger, K. (2018). The Effect of Problem-Based Learning on the Creative Thinking and Critical Thinking Disposition of Students in Visual Arts Education. *Interdisciplinary Journal of Problem-Based Learning*, *12*(1). https://doi.org/10.7771/1541-5015.1649

Wijaya, A., Ahid, N., & Irsyady, K. A. (2020). Being islam out of fanaticism: Uncovering arguments of arabs in embracing Islam. *International Journal of Psychosocial Rehabilitation*, *24*(7), 1533–1547.

Windschitl, M. (2003). Inquiry projects in science teacher education: What can investigative experiences reveal about teacher thinking and eventual classroom practice? *Science Education*, *87*(1), 112–143.

Zhang, Z. (2017). Gifted Education in China. *Journal of Cogent Education*, *Vol.12*(No.4), p.1-12.