



Transformation of Islamic Education In The 5.0 Era: The Role of Quality Management in Improving the Standards and Relevance of Islamic Education

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ABSTRACT

The rapid development of technology in the Industrial Revolution 5.0 era has significantly changed various aspects of life, including the education sector. In the midst of the flow of globalization and digitalization in this era, Islamic education is required to maintain Islamic values, while increasing its relevance and quality standards in order to be able to compete globally. The transformation of Islamic education in the 5.0 Era requires a strategic approach to integrate technology with strengthening the principles of quality management in Islamic Educational Institutions. Where, quality management acts as a systematic framework to improve the performance of Islamic Educational Institutions by ensuring that Islamic education not only meets academic standards, but is also socially and spiritually relevant. Technology in the 5.0 era brings many benefits to Islamic Education. Adaptation of technology in Islamic education includes the use of educational software, e-learning platforms, social media, and other digital tools that aim to enrich students' learning experiences. However, in its utilization, the use of technology cannot be separated from negative impacts that need to be anticipated.

Keywords: *Qibla Direction, Trigonometry, Istiwa A'zam, Correction of Magnetic Declination*

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INTRODUCTION

Rapid technological developments in the Industrial Revolution 5.0 era have significantly changed various aspects of life, including the education sector. Through instant messaging applications and online collaboration platforms, it is easy for students to connect with their teachers without being limited by distance. (Alfi et al., 2023). This era is marked by the integration of humans and intelligent technology, which of course creates opportunities and also challenges for Islamic educational institutions. In the midst of the current of globalization and digitalization in this era, Islamic education is required to maintain Islamic values, while increasing its relevance and quality standards in order to be able to compete globally. Adaptation of technology in Islamic education includes the use of educational software, e-learning platforms, social media, and other digital tools that aim to enrich the

learning experience of students. The use of e-learning platforms allows students to access learning materials anytime and anywhere, while social media can be used to create interactive and collaborative learning communities. On the other hand, the use of technology also allows wider and more equitable access to learning resources, both classical Islamic literature and contemporary studies, which previously may have been difficult to access widely. Therefore, it can be said that technology helps overcome the gap in access to quality education (M Choirul Muzaini et al., 2024).

The transformation of Islamic education in the 5.0 Era requires a strategic approach to integrate technology with strengthening the principles of quality management in Islamic Educational Institutions. Where, quality management acts as a systematic framework to improve the performance of Islamic Educational Institutions by ensuring that Islamic education not only meets academic standards, but is also socially and spiritually relevant. With technology-based innovations in the form of online learning, educational applications, utilization of social media and big data analysis, it allows Islamic education to be more adaptive to change and more inclusive in reaching the wider community.

This article aims to explore the role of quality management in transforming Islamic education through technological innovation and digitalization in the era of the 5.0 industrial revolution, in order to improve its standards and relevance. The outline of the discussion in this article will provide a comprehensive insight into how Islamic education can utilize the 5.0 industrial revolution to create a holistic, superior, and globally competitive education system.

METHOD

This study uses the library research method, which is an approach that aims to critically examine relevant library materials to solve a particular problem. Library materials are used as a basis for drawing conclusions from existing knowledge, exploring new ideas, developing theoretical frameworks, and finding solutions to the problems being studied. Data were collected through a documentation approach, namely by analyzing written records made by individuals or institutions as part of a study of an event. This method provides authentic sources of data, evidence, and information that are difficult to find through other means, while also opening up opportunities to deepen understanding of the topic being studied. The analysis process was carried out using content analysis, which allows for a systematic and objective description of information with valid conclusions. (M Choirul Muzaini et al., 2024). In this article, the thing that we want to examine is about "Transformation of Islamic Education in the 5.0 Era: The Role of Quality Management in Improving the Standards and Relevance of Islamic Education," Through this research process, it is hoped that it can fulfill the function of a literature review.

RESULTS AND DISCUSSION

Result

A. Transformation of Islamic Education in the 5.0 Era

Islamic Education in Era 5.0 is an educational concept that combines the latest technological developments with Islamic religious principles, which focuses on creating social welfare, character development, and integration between humans and technology. Era 5.0 refers to the development of an increasingly advanced world with sophisticated technology driven by the fourth industrial revolution (Industry 4.0) and

achieving deeper integration with human elements. The era of the industrial revolution 4.0 only focused on business productivity, while in the super smart Era 5.0, its development will focus on various things based on technology, such as the internet of things, big data, and artificial intelligence. Different from the Information Era (society 4.0) where the process of collecting information uses a network (cloud service) and is analyzed by humans, in Era 5.0, information is obtained using sensors in real space which are then accumulated into virtual space (big data). In this virtual space, data will then be analyzed using artificial intelligence (AI) and the results will be given back to humans in real space in various forms (Arya Rahardja et al., 2024). In the context of Islamic education, this era marks a transition from conventional learning to technology-based learning, where Islamic values remain the basis of teaching.

Islamic education in Era 5.0 brings new challenges and opportunities that are very relevant to the rapid development of the era. In this era, technology is not only used to facilitate education but also to have a greater impact on teaching moral values, morality, and character based on Islamic teachings. This makes Islamic education in Era 5.0 an important pillar in the formation of individuals who are not only intelligent in worldly knowledge, but also in their faith and morals.

1. Characteristics of Islamic Education in the 5.0 Era

Islamic Education in Era 5.0 has very different characteristics compared to the previous Era. These characteristics can be seen from various aspects:

a. Digitalization of Learning

Era 5.0 requires Islamic education to adapt to the increasingly rapid development of technology. Digital technology is an important part of learning, not only as a means of communication but also as a platform for accessing educational resources widely. Applications based on the Qur'an, Tafsir, and hadith can be accessed anytime and anywhere via smartphone, tablet, or computer. In fact, now there is Qur'an learning using artificial intelligence (AI) which can help memorizers to practice their memorization in an easier and more enjoyable way.

b. Strong Character and Moral Education

Islamic education in the 5.0 Era does not only focus on academic aspects, but also on strengthening character and morals. In an increasingly digitalized world, good moral and ethical values are very important to maintain and develop, especially with online interactions that do not always reflect positive values. Therefore, Islamic education needs to utilize technology to strengthen character education, for example by integrating Islamic teachings on ethics in digital interactions.

c. Holistic Education

Islamic education in the 5.0 Era combines intellectual and spiritual aspects in a balanced way. The holistic concept in this education not only teaches worldly knowledge, but also pays attention to the balance in developing faith and devotion to Allah. This includes religious learning that is not only limited to the ritual aspect, but also how to use technology to get closer to Allah, improve the quality of worship, and apply Islamic teachings in everyday life.

2. Transformation of Islamic Education in the 5.0 Era

The transformation of Islamic education in Era 5.0 focuses on major changes in methods, teaching methods, and patterns of interaction in the world of education. Some important factors in this transformation include:

a. Utilization of Technology in Learning

Era 5.0 demands the use of technology to improve the effectiveness of learning.

Islamic learning is no longer only based on face-to-face in class, but also uses online methods, e-learning, and blended learning (a combination of online and offline learning). Digital learning platforms based on videos, webinars, mobile applications, and other multimedia content make it easier for students to access various sources of knowledge. For example, the Al-Qur'an application provides interpretations, hadith interpretations, and explanations of fiqh that can be studied anywhere.

b. Global Engagement in Learning

Islamic Education Era 5.0 is moving towards a more global, open, and collaborative education. Technology enables the exchange of information and knowledge internationally without being limited by space and time. Islamic learning becomes more inclusive because it can be accessed by anyone in the world, regardless of geographical differences. In addition, with international webinars and online courses, students can interact with Islamic experts from various parts of the world, enriching their insights into Islam and global culture.

c. Personalization of Learning

Islamic Education Era 5.0 also allows for personalization in learning. With technology such as artificial intelligence (AI), the learning system can be adjusted to the needs and interests of each student. For example, AI can assess students' abilities and provide materials that are more appropriate to their level of understanding, allowing the learning process to be more efficient and enjoyable. This learning makes it easier for students to learn at a pace and in a way that suits their style.

d. Strengthening Digital Ethics Education

As part of the transformation, Islamic education in Era 5.0 also introduces digital ethics education, which teaches students how to use technology and social media wisely and in accordance with Islamic principles. With the development of digital technology that can influence a person's mindset and actions, Islamic education must teach how to interact in cyberspace that reflects good morals and keeps away from misuse of technology that can harm oneself or others.

B. Quality Management in Islamic Education to Adapt to the Development of the Times and the Needs of Society in the 5.0 Era

Islamic education quality management acts as a system that supports improving the overall quality of education. In the context of Era 5.0, which combines technological sophistication with improving the quality of human life, quality management has a crucial role to ensure that Islamic education standards remain relevant to the times and are able to meet the needs of society.

Islamic education in Era 5.0 demands changes in the way knowledge is delivered, education management, and adjustments to technological developments and the needs of the global community. Era 5.0 emphasizes the concept of collaboration between humans and technology, where technology is used as a tool to humanize life and bring prosperity, while maintaining human values and morality. Therefore, the quality management of Islamic education in Era 5.0 does not only involve academic standards, but also the instillation of moral values, strengthening character, and the use of technology to support the development of knowledge and faith.

1. Understanding Quality Management in Islamic Education

Islamic education quality management can be defined as a series of planned and systematic activities aimed at managing and improving the quality of Islamic education in a sustainable manner. This includes planning, organizing, implementing, supervising, and evaluating in order to achieve the goals of quality education. Islamic education quality management focuses on two important aspects, namely academic quality management and character and moral quality management.

The application of quality management in Islamic education aims to create an educational environment based on Islamic principles that can prepare students to become individuals who are not only intelligent in science, but also good in morals and ethics.

2. The Role of Quality Management in Improving Islamic Education Standards in the 5.0 Era

a. Technology-Based Curriculum Planning and Development

The Islamic education curriculum needs to be adjusted to the times in order to accommodate the needs of the modern world. In Era 5.0, curriculum planning must include technology-based learning, which integrates Islamic education materials with digital technology, such as the use of social media, mobile applications, online learning platforms, and artificial intelligence to enhance interactive learning. The curriculum also needs to emphasize digital literacy learning, so that students not only have religious knowledge but also skills in using technology wisely in accordance with Islamic principles.

b. Teacher Professional Development

Teachers are the main element in the success of Islamic education. Therefore, in the management of the quality of Islamic education, the development of teacher professionalism must be a priority. In the context of Era 5.0, teachers need to be trained to utilize technology in the learning process and to adopt approaches that are in accordance with the needs of students who are more connected to the digital world. Training and provision of teachers on technology-based pedagogy, classroom management in online learning, and strengthening student character are part of efforts to improve the quality of Islamic education.

c. Periodic Evaluation and Supervision

Evaluation is a very important part of Islamic education quality management. Evaluation in this context is not only related to academic aspects, but also to the achievement of character and morals of students. By using technology, learning evaluation can be done more efficiently and more deeply. For example, using big data to monitor students' academic development and using AI-based applications to provide automatic feedback on students' abilities. In addition, evaluation also needs to involve supervision of the curriculum implementation process based on Islamic values.

d. Increasing Stakeholder Engagement

Effective quality management requires the involvement of various parties or stakeholders, such as parents, communities, governments, and Islamic educational institutions. The involvement of parents in monitoring the progress of their children's education, as well as collaborating with the digital community globally to improve the quality of education, is very important. For example, using online platforms to communicate with parents about their children's academic and social development.

e. Integration of Moral and Skills Education

In the 5.0 Era, the biggest challenge for Islamic education is to create a balance between teaching worldly knowledge (science, technology) and the afterlife (morals, worship). Quality management in Islamic education must ensure that teaching does not only include academic learning, but also character building. One of them is digital-based moral education, where students are taught to use technology in a way that is in accordance with Islamic teachings, avoid misuse of technology, and develop digital ethics.

f. Innovation in Learning and Educational Technology

Innovations in learning, including the application of virtual reality (VR), augmented reality (AR), learning videos, and gamification, can enrich the learning experience of students. The use of this sophisticated technology allows students to gain a deeper understanding of Islamic teachings, both in terms of history, culture, or even simulations of worship activities. Quality management must also involve monitoring the effectiveness of the technology used in learning, and adapting new technologies that can further facilitate and enrich the learning experience of students.

3. The Role of Quality Management in Adapting Islamic Education to the Needs of Society in the 5.0 Era

The 5.0 era brings new challenges for Islamic education, as technology is developing rapidly and influencing the way people live, work, and interact. Islamic education quality management must be able to adapt education to the changing needs of society, including by:

a. Improving Graduate Quality

In the increasingly advanced digital era, graduates of Islamic education are not only expected to have strong religious knowledge, but also skills relevant to the world of work. Islamic education must prepare students with 21st century skills, such as digital literacy, problem solving, critical thinking, and collaboration. Good quality management will ensure that graduates of Islamic education are not only spiritually prepared, but also able to adapt to the economic and social needs of society.

b. Development of Education Oriented towards Social Welfare

Islamic education is not only to prepare individuals, but also to make a positive contribution to society. In the context of quality management, Islamic education must teach students to become agents of change that bring goodness to society, both in the real world and the virtual world. For example, through technology-based community service programs that support community empowerment, health education, and counseling on Islamic values in the digital era.

c. Education Responsive to Change

Islamic education quality management in Era 5.0 must be able to respond to changes in the era quickly and appropriately. This includes the ability to respond to technological developments, social changes, and global challenges that continue to grow. Islamic education must be proactive in facing these changes by adapting to new technologies, new lifestyles, and new values, while adhering to authentic and relevant Islamic teachings.

C. Implementation of Quality Management in Improving the Quality of Islamic Education to be Able to Compete Globally in the 5.0 Era

The progress of a nation is largely determined by the progress of science and technology. The era of society 5.0 requires humans, both individually and in society, to be able to solve increasingly complex problems (Zamroni., et, al. 2022). This certainly has an impact on educational institutions, where the learning process is required to mature and make students smarter. Educational institutions will be the center of attention and hope of society in creating a generation of human resources that are able to answer the challenges of the times. (Ishak., et, al. 2024).

Quality management is a systematic approach to improving the quality of products or services through planning, control and continuous improvement. In the context of Education, quality management includes the management of resources, learning processes and educational outcomes to achieve established standards. Such as setting clear and measurable educational standards, conducting periodic evaluations to obtain feedback from students, parents and the community, and implementing evaluation results to improve educational processes and outcomes.

The implementation of quality management in Islamic education can greatly improve the quality of education and make it more competitive in the 5.0 Era. This era, which is characterized by high technology, global interconnectivity, and the demand for 21st century skills, requires Islamic education to continue to develop in order to remain relevant and of high quality. Quality management plays an important role in ensuring that the Islamic education system can adapt to the times, improve the quality of the teaching and learning process, and prepare students to face global challenges.

1. Continuous Improvement of the Quality of Islamic Education

Quality management focuses on continuous improvement, both in terms of curriculum quality, teaching, and learning outcomes. Islamic education must be adjusted to the needs of the times and equipped with teaching based on religious values and 21st century skills. With quality management, the development of Islamic education curriculum will focus more on strengthening the character of students and the digital skills needed to face an increasingly connected global world. The application of quality management principles ensures that this curriculum is relevant both nationally and internationally (Mulyase, 2013). The application of quality management can improve the quality of Islamic education by developing a curriculum that is relevant and in accordance with the needs of modern society that can be designed by involving various stakeholders.

2. Use of Technology in Learning

Technology is a major component in education in Era 5.0. Quality management enables the use of technology in Islamic education more effectively. Online learning, mobile applications, interactive learning platforms, and social media can be used to deliver Islamic education materials. The use of this technology helps reach more students, overcome geographical constraints, and provide a more interesting and relevant learning experience for the times (Wahyudi, 2021).

3. Teacher Competency Development

Quality education is not only determined by the curriculum, but also by the quality of teachers. Quality management encourages the development of teacher professionalism through training, certification, and skills improvement programs. Islamic education teachers need to master various innovative learning methods and the use of technology in the teaching and learning process. With better competence,

teachers can deliver religious material more effectively and prepare students to face global challenges (Kemdikbud RI, 2020).

4. Continuous Evaluation and Improvement

The implementation of quality management ensures that there is continuous evaluation of the education process. This evaluation is not only carried out on the teaching aspect, but also on the curriculum, methods, and evaluation tools used. Based on the evaluation results, weaknesses and strengths can be identified, and improvements are continuously made to improve the quality of Islamic education so that it remains relevant and effective in responding to global challenges (Kemdikbud RI, 2020).

5. Global Access and Collaboration

Quality management also supports international collaboration in Islamic education. Through the reputation of institutions that have high quality standards will be better known and appreciated at the national level, also competitive graduates who have good knowledge and skills will be more accepted in the global job market and international collaboration. Through partnerships with educational institutions abroad or internationally Islamic education can gain perspectives and best practices applied in developed countries. This can improve the quality of teaching, open access for students to gain broader educational experiences, and create opportunities for knowledge exchange at the global level. This collaboration also allows Islamic education to gain international recognition, which increases global competitiveness (Senfe, 1990).

6. Student Character Development

One of the important elements in Islamic education is the formation of strong character based on Islamic teachings. The application of quality management in Islamic education ensures that the development of students' character becomes an integral part of the educational process. Through continuous evaluation and improvement, Islamic education can teach students not only religious knowledge but also important life skills in the global world, such as leadership, work ethic, and empathy (Zain, 2018).

D. Challenges of Quality Management of Islamic Educational Institutions in the 5.0 Era

Before moving on to the discussion of the challenges of quality management of Islamic Educational Institutions in Era 5.0. Islamic Educational Institutions need to identify the negative impacts caused by Technology in Era 5.0. In order to avoid or minimize its negative impacts on improving the quality of Islamic Education itself. Here are some of the negative impacts of technology in Era 5.0

1. Negative Impact of Technology on Islamic Education

Technology in the 5.0 era brings many benefits to education, including Islamic education, but it is not free from negative impacts that need to be anticipated. Here are some of the negative impacts of technology on Islamic education in this era:

a. Technology Access Gap

Not all Islamic educational institutions have equal access to advanced technology, especially in remote areas. This creates inequality in the quality of education provided. Therefore, students from areas with limited access find it difficult to keep up with developments or utilize technology optimally.

b. Potential for Decreased Personal Interaction

Online or digital learning often reduces face-to-face interaction between

teachers and students. So that Islamic Education which emphasizes personal relationships in the process of transferring values and morals can lose its essence, because direct interaction is very important in moral development.

c. Digital Content That Does Not Conform to Islamic Values

The ease of accessing information via the internet opens up opportunities for students to be exposed to content that is contrary to Islamic values. This can affect the morals, thoughts, and behavior of students, thus endangering the goals of Islamic education. The negative influence of social media, such as free association, radicalization, bullying, the spread of hate speech, slander, and others, are now rampant in society, especially among students.

a. Dependence on Technology

Excessive use of technology can make students and teachers overly dependent on digital tools. This dependence can reduce the ability to think critically, memorize, or solve problems without the help of technology, which are important skills in Islamic education.

b. Distraction and Lack of Focus

The presence of technology such as smartphones, social media, and games can be a major distraction in the teaching and learning process. This can affect students' concentration on religious learning and Islamic values can be disturbed by the temptation to access things that are not related to education.

c. Erosion of Traditional Islamic Values

Digitalization and globalization can accelerate cultural change, including in traditional Islamic educational practices. This has an impact on traditional values and classical Islamic teaching methods, such as halaqah and talaqqi, which may be replaced by modern technological approaches.

d. Difficulties in Validating Islamic Content

Not all information related to Islam available online is reliable or valid. If students are not properly guided, they may receive incorrect or misleading information regarding Islamic teachings.

e. Pressure to Always Be "Up-to-Date"

Rapid technological change creates pressure for Islamic educational institutions to continually adapt. This can be a heavy financial and administrative burden, especially for institutions with limited resources.

f. Social and Cultural Change.

Changes in lifestyle that are more digital-based and the globalization of western culture that is slowly entering which is dominantly contrary to Islamic norms are also one of the impacts of technological developments. Islamic educational institutions must be able to guide and direct students in responding to cultural differences and existing social developments without ignoring Islamic values.

g. The difficulties of Islamic educational institutions in tackling radicalization and extremism.

The spread of extremist ideology often occurs through social media, so that young people who do not understand the true teachings of religion become vulnerable and easily influenced. (Khairunnisa et al., 2024).

In order to overcome the negative impacts above, Islamic Education can implement the following strategic efforts:

- a. Strengthening Islamic values through holistic learning programs.
- b. Supervision of technology use by students.

- c. Improving digital literacy for teachers and students to sort out appropriate content.
- d. Development of Islamic technology that supports religious values.
- e. Provision of equitable access to technology across all Islamic educational institutions.

2. Challenges of Islamic Educational Institutions in Adapting Technology and Digital-Based Learning Methods in the 5.0 Era

Islamic educational institutions face various challenges in adapting digital-based learning technologies and methods in the 5.0 era. The main challenges faced include:

a. Curriculum Adjustment

Islamic educational institutions need to adjust their curriculum to be relevant to technological developments and the needs of the ever-growing community. A curriculum that is not innovative can hinder students' ability to compete in the digital era.

b. Teacher Competency Development

The use of technology in learning requires competent and skilled teachers in integrating technology into the teaching and learning process. Developing teacher professionalism is key to facing this challenge. (Aulia Gusli et al., 2024).

c. Access to Technology

Not all Islamic educational institutions have equal access to modern technology, which can create gaps in the quality of education. This also includes difficulties in providing adequate infrastructure for digital learning.

d. Digital Morals and Ethics

In the 5.0 era, Islamic educational institutions must be able to overcome moral and ethical problems that arise due to the use of technology, such as the influence of social media and digital content that is not in accordance with Islamic values.

e. Data Security

With the increasing use of technology, educational institutions must also pay attention to the security of student and institutional data, as well as protecting sensitive information from cyber threats. (Muhammad Argha Edhel Nanda Pratama et al., 2023).

f. Transformational Leadership

Adaptive and visionary leadership is needed to drive change and innovation in Islamic educational institutions. Leaders must be able to be catalysts in the process of adapting to these changes. (Kurniawan et al., 2024).

3. Challenges in Implementing Quality Management to Improve the Quality of Islamic Education in the 5.0 Era

The implementation of quality management in improving the quality of Islamic education in the 5.0 Era faces various challenges that need to be overcome so that these goals can be achieved. Here are some of the main challenges faced:

a. Challenges of Rapidly Evolving Technology

The rapid development of technology requires Islamic teachers and educators to continue to adapt to new technologies. The curriculum used in Islamic education must also develop so as not to be left behind. Therefore, Islamic teachers and educators need to be trained to integrate technology with the principles of Islamic teachings in the teaching process.

b. Improving Digital Literacy

In many areas, especially in developing countries, digital literacy is still a major

challenge. Many students and educators are not yet familiar with the use of technology in learning, so this requires more attention in improving digital literacy skills among Islamic students and educators.

c. Maintaining Integrity and Islamic Values

One of the biggest challenges in Islamic education in the 5.0 Era is to maintain Islamic values in the use of technology. Although technology can help improve learning, unwise use of technology or focusing on things that are not in accordance with Islamic principles can damage the goals of Islamic education itself. Therefore, there needs to be supervision and control to ensure that technology is used for the good of the people.

In this case, Islamic Education in Era 5.0 offers a new approach that is more inclusive, efficient, and technology-based, but still upholds Islamic moral and ethical values. This era brings challenges as well as great opportunities in developing a more holistic education, where technology is not only used for the advancement of science, but also to strengthen morals, character, and spirituality according to Islamic teachings. The integration of technology in Islamic education must be carried out carefully and wisely in order to create a society that is knowledgeable, has noble morals, and is based on strong Islamic values.

d. Limited resources

- 1) Financial limitations; many Islamic educational institutions, especially those on a small scale or in remote areas, experience limited funds to implement effective quality management programs.
- 2) Limited human resources; lack of trained educators in quality management and educational technology can hinder the implementation of best practices (Al-Muhammad, 2020).

e. Resistance to change

- 1) Organizational Culture: Some educational institutions may have a conservative culture and be reluctant to adopt change, including the implementation of quality management.
- 2) Lack of understanding: Educators and administrative staff may not understand the importance of quality management, making them less motivated to participate in the change process (Al-sharif, 2020).

f. Technology limitations

- 1) Access to Technology: Not all Islamic educational institutions have adequate access to modern technology needed to support learning and quality management.
- 2) Technology Skills: Educators and Learners may not have sufficient skills to utilize technology in the learning process. (Khan, 2021).

g. Curriculum quality

- 1) Irrelevant Curriculum: An Islamic education curriculum that is not updated or is not relevant to the needs of modern society can hinder the implementation of quality management.
- 2) Integration of Islamic Values: Maintaining a balance between the implementation of quality management and the integration of Islamic values in the curriculum is also a challenge in itself (Smith, 2020).

h. Evaluation and assessment

- 1) Ineffective Assessment System: An assessment system that is not transparent or objective can hinder the process of evaluation and continuous improvement.

- 2) Lack of Feedback: Lack of mechanisms for obtaining feedback from students, parents, and the community can reduce the effectiveness of quality management (Seng, 1990).
- i. Global competition
 - 1) Demands of Globalization: Islamic educational institutions must compete with other educational institutions at the global level, which may have better resources and technology.
 - 2) International Standards: Meeting international standards in education can be challenging, especially for institutions that are not yet accustomed to rigorous quality management practices (Riyanto, 2019).
 - j. Stakeholder involvement
 - 1) Lack of Community Involvement: Parent, alumni, and community involvement in the educational process is often lacking, which can reduce support for quality management implementation.
 - 2) Limited Collaboration: Lack of collaboration between Islamic educational institutions and other institutions, both domestically and internationally, can hinder the exchange of knowledge and best practices (Harris and Kanjirath, 2020).

Based on the explanation above, it can be concluded that the implementation of quality management in Islamic education plays an important role in improving the quality of education, ensuring that education can compete globally, and is relevant to the needs of the times in Era 5.0. Quality management helps optimize the curriculum, teaching, technology, and teacher competency development, so as to produce graduates who not only master religious teachings, but also have the skills needed to compete globally. By implementing quality management comprehensively, Islamic education can develop further, producing competitive graduates who are ready to face global challenges in Era 5.0.

CONCLUSION

The transformation of Islamic education in the 5.0 era demands the integration of Islamic values with smart technology and digitalization to meet the needs of the times. Quality management plays a strategic role in improving the standards and relevance of Islamic education through systematic planning, continuous innovation, and technological adaptation. Its application enables Islamic education to compete globally while maintaining its spiritual and social essence. However, challenges such as the technological gap, resistance to change, and the maintenance of traditional values require a holistic approach to create an inclusive, superior, and competitive education system in the era of the 5.0 industrial revolution.

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