OPTIMIZATION OF ISLAMIC RELIGIOUS EDUCATION TEACHERS' COMPETENCE IN THE ERA OF SOCIETY 5.0

Ridma Diana
ridmadiana7@gmail.com
IAI Jamiat Kheir

Abstract (In English). *The Society 5.0 era, characterized by rapid technological and human-centered advancements, has transformed various sectors, including education. This article discusses the importance of optimizing the competencies of Islamic Religious Education (IRE) teachers to face the challenges of this new era. The study employs a thematic systematic literature review method, analyzing seven relevant articles published within the last five years. The findings reveal that IRE teachers are expected to strengthen their pedagogical, personal, social, and professional competencies as mandated by Indonesian Law No. 14 of 2005. Furthermore, teachers must also develop 21st-century skills, specifically the 4C competencies: Critical Thinking, Creativity, Collaboration, and Communication. These competencies are essential for fostering innovative, interactive, and student-centered learning environments aligned with the needs of the Society 5.0 era. The article concludes that the success of educational transformation in the digital age largely depends on the readiness and adaptability of teachers, particularly IRE educators, in integrating technology and soft skills into their teaching practices. Strengthening these competencies will not only enhance the quality of education but also contribute to shaping students with strong moral character and the ability to face future challenges.*

Keywords*: Islamic Religious Education, Teacher Competencies, 4C Skills, Digital Learning, Innovation in Education.*

Abstract (In Bahasa). *Era Masyarakat 5.0, yang ditandai dengan kemajuan teknologi dan berpusat pada manusia yang pesat, telah mentransformasi berbagai sektor, termasuk pendidikan. Artikel ini membahas pentingnya mengoptimalkan kompetensi guru Pendidikan Agama Islam (PAI) untuk menghadapi tantangan era baru ini. Penelitian ini menggunakan metode tinjauan pustaka sistematis tematik, dengan menganalisis tujuh artikel relevan yang diterbitkan dalam lima tahun terakhir. Temuan penelitian menunjukkan bahwa guru PAI diharapkan memperkuat kompetensi pedagogik, personal, sosial, dan profesional sebagaimana diamanatkan oleh Undang-Undang No. 14 Tahun 2005. Lebih lanjut, guru juga harus mengembangkan keterampilan abad ke-21, khususnya kompetensi 4C: Berpikir*

Kritis, Kreativitas, Kolaborasi, dan Komunikasi. Kompetensi ini penting untuk menciptakan lingkungan belajar yang inovatif, interaktif, dan berpusat pada siswa yang selaras dengan kebutuhan era Masyarakat 5.0. Artikel ini menyimpulkan bahwa keberhasilan transformasi pendidikan di era digital sangat bergantung pada kesiapan dan kemampuan adaptasi guru, khususnya pendidik PAI, dalam mengintegrasikan teknologi dan keterampilan lunak ke dalam praktik mengajar mereka. Penguatan kompetensi tersebut tidak saja akan meningkatkan mutu pendidikan tetapi juga berkontribusi dalam membentuk peserta didik yang berkarakter moral tangguh dan mampu menghadapi tantangan masa depan.

Kata Kunci*: Pendidikan Agama Islam, Kompetensi Guru, Keterampilan 4C, Pembelajaran Digital, Inovasi dalam Pendidikan.*

A. INTRODUCTIONS

Currently, Indonesia is experiencing the era of society 5.0. The era of society 5.0 is a process of progress from the existence of the industrial world, where many innovations are so great and fast, both in the form of data and correspondence, that they can be used completely online or online[1]. Some of the concerns of the era of society 5.0, one of which can replace humans in doing work and change the system of social life at large. The era of society 5.0 creates a lot of new things, which are more innovative, more effective, and more efficient, including in the world of education today. Education in the era of society 5.0 strives for education to be connected to the needs of industry and technology that is developing today[2]. Thus, the world of education is also experiencing educational disruption, one of which is initiating a digitized learning process for students[3]. The complexity of teachers in the learning process is certainly increasing with the changing order in the learning process using digitalization technology.

Seeing the era of society 5.0, which is growing rapidly, teachers should have competencies and skills to be able to innovate in the learning process[4]. Educators who innovate, can adapt and make careful planning in the learning process, can support the existence of the society 5.0 era, and the success of learning will be easily achieved. The competence of educators in responding to education today can be by recognizing some of the challenges of developments in the era of society 5.0, especially in the field of communication and information technology. This makes educators aware of the importance of the competence of educators who must dare to innovate, to help students enter the 5.0 society with all the necessary skills.

Teacher competencies based on Law of the Republic of Indonesia Number 14 of 2005, Article 8, consist of personal, pedagogical, social, and professional competencies[5]. Educators in Indonesia in the era of the Industrial Revolution 5.0

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[1] Shalahudin Ismail, Suhana Suhana, and Eri Hadiana, "Kompetensi Guru Zaman Now Dalam Menghadapi Tantangan Di Era Revolusi Industri 4.0," *Atthulab: Islamic Religion Teaching and Learning Journal* 5, no. 2 (2020): 198–209.

[2] Faulinda Ely Nastiti and Aghni Rizqi Ni'mal'Abdu, "Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0," *Jurnal Kajian Teknologi Pendidikan* 5, no. 1 (2020): 61–66.

[3] Mira Silfia, "Penguatan Pendidikan Karakter Dalam Menghadapi Era Revolusi Industri 4.0," 2018.

[4] Ni Komang Suni Astini, "Tantangan Implementasi Merdeka Belajar Pada Era New Normal Covid-19 Dan Era Society 5.0," *Lampuhyang* 13, no. 1 (2022): 164–80.

[5] Departemen Pendidikan Nasional, "Undang-Undang Nomor 14 Tentang Guru Dan Dosen," 2005, 1–50.

require more optimal competencies to complement existing competencies. These competencies include several concepts, namely: creativity, critical thinking, communication, and collaboration or known as the 4C. The era of society 5.0 requires teachers and students to have the ability to think critically and constructively. If teachers cannot apply teaching methods with critical and constructive thinking, it will have an impact on students. Learners will also not be optimal in thinking critically and constructively in the learning process. Teachers become facilitators of success in the learning process of students. Thus, teachers must have optimal competence in the society 5.0 era. Another challenge and need for learners is to ensure that in the learning process there is support for learners' self-development. This is so that learners have good self-competence and uphold human values[6]. Another challenge and need for learners is to ensure that in the learning process, there is support for learners' self-development. This is so that learners have good self-competence and uphold human values.

The four basic competencies that must be possessed by teachers listed in Law of the Republic of Indonesia Number 14 of 2005 Article 8, of course, must follow and adapt to the development of the era of society 5.0, to be able to compete and answer the challenges of education in the era of society 5.0 because teachers as planners, implementers and evaluators in learningThe four basic competencies that must be possessed by teachers listed in Law of the Republic of Indonesia Number 14 of 2005 Article 8, of course, must follow and adapt to the development of the era of society 5.0, to be able to compete and answer the challenges of education in the era of society 5.0 because teachers as planners, implementers and evaluators in learning[7]. The competence of Islamic Religious Education teachers in making adaptations to produce optimal and quality competencies determines the success of education[8]. The development of society in the era of society 5.0 is believed to be one aspect of education that does not change the competence of teachers in applying their scope in the 21st century.

In addition, to carry out the learning process in the era of society 5.0, Islamic Religious Education teachers should be able to use learning media based on technology that is currently developing. Islamic Religious Education teachers must be able to develop their potential and competencies, such as the use of information and communication technology facilities during the learning process. Islamic Religious Education teachers must be able to design appropriate learning strategies by using learning methods and models that can develop the ability to think critically and constructively for students, and in accordance with the subject matter to be taught to students. Quality education is an effort to create a generation of nations that are qualified, superior, and able to compete well. In the era of society 5.0, the learning process can be realized by prioritizing the role of Islamic Religious Education teachers and students as innovations in the learning process itself. Teachers have the responsibility for the interaction process that occurs directly in the learning process, which is set with the conditions of students and the environment, so that students are encouraged to learn actively and

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[6] Budi Santoso, Mukhlas Triono, and Zulkifli Zulkifli, "Tantangan Pendidikan Islam Menuju Era Society 5.0: Urgensi Pengembangan Berpikir Kritis Dalam Pembelajaran PAI Di Sekolah Dasar," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 5, no. 1 (2023): 54–61.

[7] Nasional, "Undang-Undang Nomor 14 Tentang Guru Dan Dosen."

[8] Astini, "Tantangan Implementasi Merdeka Belajar Pada Era New Normal Covid-19 Dan Era Society 5.0."

pleasantly. Islamic Religious Education teachers who can carry out their competencies and have a good learning strategy plan will create students who are persistent in learning.

B.   METHOD

The method used in the research uses a literature review method or literature study. Thematic Systematic Literature Review is an analysis method used to identify, plan some literature, select literature, conduct thematic analysis, synthesize findings, and report. A Thematic Systematic Literature Review only focuses on the theme or topic under study. As for some stages in this Thematic SLR, namely, researchers read various sources of literature such as journals from Google Scholar, ResearchGate, and several accredited articles by giving keywords to the theme "Competence of Islamic Religious Education teachers and the industrial era 5.0". The number of articles relevant to the inclusion and exclusion criteria taken and then adapted for analysis is 7 (seven articles). This literature review also uses literature published in the last 5 years. Furthermore, researchers find out the results of previous research related to the topic, so that researchers understand the topics and phenomena being studied. The purpose of this study namely to examine the competence of Islamic Religious Education teachers in dealing with education in the era of society 5.0.

C.   RESULTS AND DISCUSSION

1.   Islamic Religious Education Teacher Competencies

Competence is the ability to be able to decide or choose something[9]. Competence can also be called a skill possessed by everyone. The teacher can be interpreted as someone who has an important role in planning procedures in the learning process, and the teacher is also the director of the learning process[10]. The success of learning interactions can be achieved if a teacher educates and interacts during the learning process, can be done precisely, accurately, and plan[11]. A teacher is a person who has graduated through a formal education level, strata 1 (one), and consciously plans their life to work professionally as an educator, so that teachers have basic competencies as an asset in carrying out their profession. Basic teacher competencies can also be interpreted as the capacity, ability, skill, quality, and mentality that teachers must have. Teacher competencies must be applied and implemented as well as possible to progress and maintain the quality of the world of education.

Islamic Religious Education teachers have an important role in schools, because Islamic Religious Education teachers are also responsible for shaping the character of future generations. Islamic Religious Education taught at school is not only focused on completing the subject matter taught by Islamic Religious Education teachers to students. Islamic Religious Education subjects have an

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9 Badan Pengembangan dan Pembinaan Bahasa, "KBBI IV Daring," accessed July 21, 2025, https://kbbi.kemdikbud.go.id/.

10 Belajar Slameto, "Faktor-Faktor Yang Mempengaruhinya (Jakarta: Rineka Cipta, 1995)," *Cet II*, 2010.

11 Astini, "Tantangan Implementasi Merdeka Belajar Pada Era New Normal Covid-19 Dan Era Society 5.0."

important element in developing all aspects that exist in students to become a generation that excels in science and has an exemplary attitude needed in everyday life. All teachers are mentors and coaches of students at school. They (teachers) have experience and knowledge that they learn about their daily learning with their students at school, thus teachers have responsibility for the education and development of their students[12].

2.   Education in the Era of Society 5.0

Education is a conscious effort and has been organized into a system to have mature and useful goals for many people. The aspect of education in schools plays a very important role in shaping the life of the nation and state. Education is also one of the inseparable parts of human life because education can change, improve, and determine the life one lives, so education can also be said to be a form of achievement of human development in a nation. The era of society 5.0 is a concept initiated by Japan, which is human-centered and technology-based[13]. Society 5.0 is a society that is integrated with technology. Society 5.0 emerged as a development of the previous era, namely the era of the Industrial Revolution 4.0, so it is seen as having potential in the role of society[14]. By utilizing the ideas and ideas of the era of society 5.0 through reasoning or artificial intelligence, it will change the amount of information collected through the internet in all fields of life (Internet of Things), so that it turns into several other skills that will be carried out as an effort to increase human capacity in opening up opportunities and opportunities that bring benefits. The era of society 5.0 is also a response to the difficulties that arise from the previous era, namely the era of the industrial revolution 4.0, accompanied by major changes in all fields due to innovations and technological advances, thus changing the social order system to become more complex and creating uncertainty.

The era of society 5.0 focuses on positioning humans as the center of innovation and digital, while the process of advancing innovation and technology used is useful for increasing human satisfaction, work, social fields, and fostering and increasing human carrying capacity for daily activities[15]. In the era of society 5.0, humans no longer need to worry about doing or achieving something that is considered difficult or troublesome, because everything has been systematized to be easy with the support of innovation and technology. The era of society 5.0 is a concept or idea to prepare new rules of life for society. Thus, in the era of society 5.0, it is predicted that it will have a major impact or influence on all orders of society, and one of them is the influence on the world of education and teaching in Indonesia.

Learning in the era of society 5.0 focuses on human resources, namely teachers and students as the center of innovation in the progress of the learning

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[12] Juang Apri Mandiri and S H Saring Marsudi, "Peran Guru Dalam Mengatasi Perilaku Bullying Pada Siswa Kelas Atas Di SD Muhammadiyah 6 Surakarta" (Universitas Muhammadiyah Surakarta, 2017).

[13] Nyoman Ayu Putri Lestari et al., "Kurikulum Merdeka Sebagai Inovasi Menjawab Tantangan Era Society 5.0 Di Sekolah Dasar," *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 4 (2023): 736–46.

[14] I Wayan Widana, Agus Tatang Sopandi, and Gede Suwardika, "Development of an Authentic Assessment Model in Mathematics Learning: A Science, Technology, Engineering, and Mathematics (STEM) Approach," *Indonesian Research Journal in Education| IRJE|* 5, no. 1 (2021): 192–209.

[15] Mila Amalia, "Inovasi Pembelajaran Kurikulum Merdeka Belajar Di Era Society 5.0 Untuk Revolusi Industri 4.0," in *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (SENASSDRA)*, vol. 1, 2022, 1–6.

process. The implementation of the idea in the era of society 5.0 in the world of education includes the need for skills that must be mastered and proficient by students to adapt to the needs of society in the era of society 5.0 and provide learning models in schools by developments in the era of society 5.0[16]. The learning model provided is based on the perspective that students are immature and passive as subjects in the learning process, and prepares teachers to be able to always focus on learning innovations for the advancement of education in Indonesia. Seeing this phenomenon, currently, teachers are not capable enough to develop learning innovations in the era of society 5.0.

Therefore, one of the urgencies in the field of education in the era of society 5.0, namely the role of teachers to be considered and understood as a priority need in improving the education order. Teachers are not just teaching and transferring knowledge to students, but teachers must take the focus to improve skills or competencies in students. This is in accordance with the statement, that "knowledge transfer can be replaced by technological advances from time to time, but in the implementation of soft skills and hard skills that exist in each individual cannot be replaced by innovation and technological advances". In the field of education, the role of teachers cannot be replaced because of the sophistication of technological advances. Anticipating that this does not happen, teachers should have competencies and skills that can support in the current era of progress, namely the era of education in the era of society 5.0. A teacher is someone who determines the success of a learning process. Teachers as someone who has a great responsibility in the dimensions of education and teaching, so that the progress of education can also be seen from how the quality of teachers leads learning in an educational institution. Teachers have the "space" to be able to coordinate learning with students, so that there is an exchange of information (transfer of knowledge).

One of the challenges for teachers entering the era of Society 5.0 is that many are still unable to adapt to the advances in innovation and technology in this era. Teachers as educators should be adaptive, able to adjust their competencies according to the development of the times. Technological advances and soft skills of students must continue to be developed to produce students who are capable and optimal in facing the progress of the times. Therefore, teachers are required to possess competencies or abilities that enable them to produce students who can face challenges and difficulties in the era of Society 5.0.

3. Competence Of Islamic Religious Education Teachers in Facing Education in The Era of Society 5.0.

Islamic Religious Education teachers have full responsibility for their role as educators and are directly involved in the learning process with students. Education has a role as an effort to develop human resources (HR), both in cognitive, affective, and psychomotor aspects in the long term, and has a strategic importance for the sustainability of life in society[17]. In the era of the

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[16] Nastiti and Ni'mal'Abdu, "Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0."

[17] Joko Saputro, Antonius Missa, and Abraham Pontius Sitinjak, "Memetakan Tantangan Pendidikan Kristiani Bagi Remaja Menghadapi Gaya Hidup Era Society 5.0," *Regula Fidei: Jurnal Pendidikan Agama Kristen* 7, no. 2 (2022): 222–36.

Industrial Revolution 4.0, the focus is more on the production process. The Japanese government explained its ideals regarding an idea or idea of a future society known as the era of society 5.0. In the era of society 5.0 focuses on promoting humans as human-centered, or it can be said that humans are the center of innovation. With technology that is increasingly developing and advancing, technology is expected to be able to improve and improve the quality of human life and social responsibility in society.

In the field of education, the era of society 5.0 prioritizes human resources (HR), namely teachers and students, as the center of innovation in the interaction in a learning process. This is sought, so that students are more interactive and active to be able to adapt to the learning environment, create a spirit of learning, fun learning, to minimize the level of boredom that occurs during the learning process. The learning process that occurs also results in a very good memory and impression. Thus, the learning process that occurs should be fun, both in the classroom and outside the classroom.

Creating a fun and memorable learning process requires knowledge and full participation from teachers, both from the aspect of competence and the role of teachers to be able to realize this. Teacher competence is the ability of individuals (teachers) to fulfill their commitment as educators who can be trusted in the success of the learning process, have a good understanding of their role and authority in carrying out their duties as a teaching profession. With Islamic Religious Education teachers having skills in their competence, Islamic Religious Education teachers can develop and improve the quality of learning more optimally, to face the development and progress in the era of society 5.0. Four competencies have been regulated in the Law of the Republic of Indonesia Number 14 of 2005, Article 8, and these competencies are needed by teachers to carry out the axis of learning, thus creating successful learning. These competencies include[18].

a. Pedagogical Competence

Pedagogic competence is a basic ability that teachers must have related to how to teach with the right target, so that teachers can provide varied information, messages, and knowledge in teaching and learning strategies. Pedagogical competence can also be called the competence of teachers to manage and supervise students in the learning process. Pedagogical competence is one of the competencies that distinguishes the teaching profession and other professions. This is because, in pedagogic competence, teachers should be reliable and mature in managing learning, both in planning, implementing, and evaluating the learning process. Islamic Religious Education teachers must have better quality than expected, because the quality of Islamic Religious Education teachers can determine the quality built for students in the future.

Islamic Religious Education teachers should also have an optimal focus on learning strategies in the era of society 5.0 by using technological advances in the learning process. Teachers can skillfully use technological advances in the learning process, such as by using digital-based learning

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[18] Nasional, "Undang-Undang Nomor 14 Tentang Guru Dan Dosen."

tools and media for innovation in the learning process. Students are expected to be able to actively interact, discuss, analyze problems, solve problems, and make products from the results of the learning process. With Islamic Religious Education teachers having skills in pedagogical competence, learning success is easily achieved in students.

b. Personal Competence

Personal competence is a personal skill possessed by a teacher, which can be seen both in the form of physical appearance and mentally (psychologically). The appearance is neat and attractive, has noble morals that can be an example and role model, is wise, religious, disciplined, and can quickly evaluate its performance. The level of religiosity and morality possessed by a teacher is closely related to their ability and productivity in the role of a teacher, because religious and moral understanding can enable a person to become a useful human being in the social environment of society, so the effect of their usefulness is very large. Islamic Religious Education teachers become examples and role models in behavior and speech in daily interactions, especially seen by their students. The personal competence of Islamic Religious Education teachers in the era of society 5.0 is expected to be an oasis amid the times. Noble morals and religious characters reflected by Islamic Religious Education teachers become an attraction and directly become role models for their students, so that they become a generation that strongly holds religious values, has noble morals and has a religious character, so that they can carry out the commands of Allah SWT and the Prophet Muhammad SAW as well as possible.

c. Social Competence

Social competence is the ability of teachers to be able to interact and cooperate with people around them, namely students, peers, principals, parents of students, education personnel, and the community, effectively and efficiently. This ability or social competence is also a teacher's communication skills that should be owned to maintain social relationships with the people around the teacher. Communication can be built in the form of oral and written communication. Teachers can use advances in information and communication technology in the current era as a tool in delivering messages or information effectively and efficiently. In addition, it is hoped that teachers can contribute exemplary attitudes and morals around their environment by maintaining ways of interacting, communicating, and working together, especially through their roles and responsibilities as educators in schools.

Islamic Religious Education teachers should have optimal skills in this competency. Because, as a teacher who teaches religious values, Islamic Religious Education teachers become examples and role models for fellow teachers at school. Islamic Religious Education teachers become a reflection in their daily behavior and interactions, both to students, fellow teachers, principals, staff and parents or guardians of students. The era of

society 5.0 does not prevent Islamic Religious Education teachers from being able to continue to provide examples directly to students.

d. Professional Competence

Professional competence is an ability that teachers must have in carrying out their teaching profession with high proficiency. Teachers' professional competence creates a knowledge-based school, namely an understanding of learning, curriculum, and individual development, including learning styles. Teachers' professional competence also includes planning the learning process program, the ability to master the material broadly and deeply, the teacher's mastery of the principles of learning technology broadly and deeply, and knowledge of assessment and evaluation for success in the learning process. With the advancement of information technology in the era of society 5.0, creating innovations in the field of education. Teachers are not only the center of information and knowledge for their students. The duties and roles of teachers become more complex. Teachers can be facilitators, motivators, inspirers, movers, coaches, and mentors, and provide more opportunities for students to find, manage, and solve problems that students find in the surrounding environment[19].

Strengthening the professional competence of Islamic Religious Education teachers must be carried out, as is the program for strengthening the professional competence of Islamic Religious Education teachers carried out at SMP Negeri 16 Samarinda. The program to strengthen the professional competence of Islamic Religious Education teachers includes making learning contracts at the beginning of meetings with students, thinking outside the box in overcoming student problems, making HOTS questions, and conducting Classroom Action Research (PTK) every semester[20].

4. Challenges for Islamic Religious Education Teachers in Facing the Era of Society 5.0

Along with the development and changes of the times, the education system in Indonesia is also required to be able to follow the development and changes of the times that are happening today. The education system in the era of society 5.0 is a challenge and fills its own opportunities for Islamic Education teachers in Indonesia. Some of the problems faced by the education system in Indonesia in the era of society 5.0, including: 1) the leaders or government responsible for the regulation of education in the past prioritized the cognitive aspect (knowledge),

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[19] *Ibid.*

[20] Muhammad Nasikin, Umar Fauzan, and Noor Malihah, "Penguatan Kompetensi Professional Guru PAI Dalam Menghadapi Era Society 5.0 (Studi Deskriptif Strategi Peningkatan Mutu Guru PAI Di SMP Negeri 16 Samarinda)," *NUANSA: Jurnal Penelitian Ilmu Sosial Dan Keagamaan Islam* 20, no. 1 (2023): 1–18.

thus only creating a generation of Indonesians who are just smart in knowledge, but less or few who practice religious and social values, even though they have grown up; 2) education in the past was centralized; and 3) the lack of availability of teachers who are appropriate in the world of education or not linear in teaching. In addition, technology is a challenge for Islamic Religious Education teachers in Indonesia. Currently, teachers in Indonesia are not all able to use digitalization technology, teachers rarely use digital data and innovation in the interaction of the learning process, and teachers lack mastery of the technology[21]. The uneven distribution of internet connections between cities, villages, and 3T areas (underdeveloped, outermost, foremost) means that not all teachers can use the internet as a learning medium in the learning process[22]. In addition, teachers who have provided internet access to students also do not immediately have a positive impact on student achievement[23]. Thus, leaders and the government that regulate Education regulations in Indonesia need to address these issues and organize training activities for Islamic Education teachers to face society 5.0.

Thus, to answer the challenges in the era of society 5.0, all education stakeholders must work together holistically in an integrated education system framework to achieve optimization of the learning process in the era of society 5.0. Teachers at SMAN 1 Wawo have implemented the learning system in the 5.0 era, but it needs to be improved in teacher skill development training and conducting comparative studies, and teacher discipline and welfare[24]. Islamic Religious Education teachers have better potential related to morals and Islamic religious values taught in the learning process, in addition to the cognitive aspects achieved by students. Islamic Religious Education teachers must also be equipped with various skills and abilities by the era of society 5.0, because the Islamic Religious Education teacher is a person who has a role in guiding and coordinating students during the long period of education, teaching, and learning process. Islamic Religious Education teachers should create conditions that are always conducive, fun, and effective in the learning process and truly understand that students have abilities and achievements that can continue to be developed and evaluated. Islamic Religious Education teachers can continue to encourage students to be able to excel and understand the ability of interests and talents possessed by each student, as well as implement the religious values of students in everyday life. To achieve these goals, Islamic Religious Education teachers must have the competencies and skills needed, one of which is that Islamic Religious Education teachers must develop 4C competencies. 4C competencies are needed by educators in facing the era of society 5.0. 4C competencies are Critical Thinking, Creativity, Collaboration, and Communication.

a. *Critical Thinking*

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[21] Linda Feni Haryati, Ashar Pajarungi Anar, and Anik Ghufron, "Menjawab Tantangan Era Society 5.0 Melalui Inovasi Kurikulum Merdeka Di Sekolah Dasar," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 5 (2022): 5197–5202.

[22] Lestari et al., "Kurikulum Merdeka Sebagai Inovasi Menjawab Tantangan Era Society 5.0 Di Sekolah Dasar."

[23] Lizhu Y. Davis, "Digital Learning: What to Know in 2020," 2020, www.schoology.com.

[24] Ahmadin Ahmadin, Nehru Nehru, and Muh Iqbal, "Persiapan Guru Dalam Menghadapi Tantangan Diera Society 5.0 Studi Kasus Para Guru Sekolah SMAN 1 Wawo," *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial* 2, no. 3 (2023): 136–41.

Thinking critically and deeply, having independent, disciplined and controllable characteristics all aim to strengthen one's reasoning process. Critical thinking is a person's skill to express the results of deep and critical thinking. The process cannot be obtained in a short period. Critical thinking needs to be built and created by an Islamic Religious Education teacher throughout life. Critical thinking skills can also be called analyzing skills and can solve problems. This skill is very important for Islamic Religious Education teachers and students to be able to analyze problems, evaluate and connect information logically to make the right decision. Islamic Education teachers have an important role in planning and creating learning programs that focus more on these skills. These critical thinking skills must be integrated into learning, so that learners have the skills to solve their problems from Islamic values.

Critical thinking should continue to grow and develop in both teachers and students. A strong foundation in thinking is also necessary for effective critical thinking. Islamic Religious Education teachers can provide examples during the learning process by demonstrating methods and stages of critical thinking and offering positive stimuli, so that students develop and enhance their thinking abilities to become competent critical thinkers. Having critical thinking skills is very important for Islamic Religious Education teachers in the era of Society 5.0, as it helps produce students with strong reasoning skills, the ability to think critically, and problem-solving capabilities. Critical thinking must continually grow and improve in teachers and students. For example, the Islamic Religious Education teacher at SMP Negeri 16 Samarinda implements programs that stimulate critical thinking, such as creating HOTS questions[25]. HOTS questions are high-level tasks that encourage students to think critically, analyze deeply, and solve problems. The design of HOTS questions helps assess students' critical thinking, analysis, and evaluation skills. Therefore, the critical thinking competency for Islamic Religious Education teachers is vital in the era of Society 5.0, as it benefits students by developing high reasoning ability, critical thinking, and problem-solving skills.

b. Creativity

Creativity is a person's ability to create new things. Creativity can be in the form of ideas or real work[26]. Islamic Religious Education teachers must be able to develop the creativity of all students. Creativity itself requires the ability of learners to develop new ideas and come from originality of thinking, and can develop new and original solutions. Creativity is shown through learners' capacities, such as being open to new and brilliant ideas or thoughts or developing ideas and thoughts, and providing new solutions for others to develop, and consciously working on these ideas. Learner creativity in the learning process must also be stimulated by

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[25] Nasikin, Fauzan, and Malihah, "Penguatan Kompetensi Professional Guru PAI Dalam Menghadapi Era Society 5.0 (Studi Deskriptif Strategi Peningkatan Mutu Guru PAI Di SMP Negeri 16 Samarinda)."

[26] Olavi Hakkarainen and Maija Ahtee, "The Durability of Conceptual Change in Learning the Concept of Weight in the Case of a Pulley in Balance," *International Journal of Science and Mathematics Education* 5, no. 3 (2007): 461–82.

the Learner teacher through activities in the learning process. Islamic Religious Education teachers should have the right strategy to plan activities in the learning process, to create and develop the creativity of students. Activities that can create learner creativity, such as group discussions. By collaborating or discussing in groups, students can work actively and creatively with their peers in the learning process.

c. *Collaboration*

Collaborative competence in teachers can be seen from their ability to work together, create synergy, be able to adapt to different roles and responsibilities, and respect differences. In collaboration, humans complement each other's weaknesses and strengths, so that existing problems can be solved optimally together. Someone is said to have the ability to collaborate, if they fulfill three components of the ability to collaborate (three dimensions of collaboration), namely: (1) showing skills in working actively, effectively and appreciating the diversity or differences of group team members; (2) showing access to flexibility and willingness to accept the views and opinions of others to achieve common goals and results; and (3) being jointly responsible for collaborative work and appreciating the contribution of each group team member. Collaborative competence can be trained by Islamic Religious Education teachers in the learning process, where Islamic Religious Education teachers should play an important role in creating collaborative activities for students[27].

Collaboration competence is also the ability of Islamic Religious Education teachers to work together in groups or teams with other teachers to achieve common goals. Islamic Religious Education teachers consciously and jointly create goals in student learning outcomes with other teacher colleagues in one school. This collaboration competency becomes an effective cooperation to build a strong school system. Healthy collaboration, the participation of teachers who support each other, and responsibilities that are carried out properly, produce optimal results in carrying out collaboration.

d. *Communication*

Communication is the ability of a person must convey ideas, thoughts, knowledge, perceptions, opinions, and information to others through oral, written, symbols, pictures, images, graphics, or numbers[28]. Communication skills also include the ability to be able to listen, obtain information, and convey ideas, thoughts, and opinions in front of many people. This communication competency can be trained and familiarized by Islamic Religious Education teachers in providing opportunities for students to convey their ideas, ideas, and opinions during the learning process, such as in group discussion activities and discussion activities with Islamic

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[27] Siti Nur Sholikha and Dhiah Fitrayati, "Integrasi Keterampilan 4C Dalam Buku Teks Ekonomi SMA/MA," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 2402–18.

[28] Siti Zubaidah, "Mengenal 4C: Learning and Innovation Skills Untuk Menghadapi Era Revolusi Industri 4.0," in *2nd Science Education National Conference*, vol. 13, 2018, 1–18.

Religious Education teachers[29]. Through communication, learners will have the ability to process ideas, thoughts, data, and phenomena that they see and feel to be expressed in oral and written form. The success of this communication competency occurs when others understand or agree with the ideas and ideas conveyed. Success in the communication competence of Islamic Religious Education teachers to students is built and created by a pleasant learning process atmosphere. A pleasant learning atmosphere supports effective two-way communication between teachers and students. Passive learners will be moved to become active learners if the Islamic Religious Education teacher provides a positive stimulus through communication to students. The power of effective communication is a strategy that should be the focus of the teacher, so that the learning process becomes lively, fun, and impressive.

D.   CONCLUSION

In the era of society 5.0, which is growing rapidly, teachers should have competencies and skills to be able to innovate in the learning process, including Islamic Religious Education Teachers who should be adaptive to the times. The role of teachers cannot be replaced because of the sophistication of technological advancement. The idea of the era of society is a complement and a refinement of ideas in previous eras. Learning in the era of society 5.0 focuses on human resources, namely teachers and students as the center of innovation in the progress of the learning process and to answer the challenges in the era of society 5.0, all education stakeholders must work together holistically within an integrated education system framework and to achieve optimization of the learning process in the era of society 5.0. To achieve these goals, Islamic Religious Education teachers must have the competencies and skills needed, one of which is that Islamic Religious Education teachers must develop 4C competencies. 4C competencies are needed by educators in facing the era of society 5.0. 4C competencies are Critical Thinking, Creativity, Collaboration, and Communication.

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[29] Dede Salim Nahdi, "Keterampilan Matematika Di Abad 21," *Jurnal Cakrawala Pendas* 5, no. 2 (2019): 456195.

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