THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN DEVELOPING THE INDEPENDENT CURRICULUM FOR THE ERA 5.0

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ABSTRACT

The rapid development of technology has ushered us into the Era 5.0, marked by the integration of advanced technologies such as artificial intelligence, the internet of things, and big data into daily life. This era demands educational transformation, which the Indonesian government has responded to by initiating the Independent Curriculum. This curriculum is designed to provide schools and teachers with flexibility in designing learning experiences that meet students' needs and develop their abilities to face global challenges with a personal and contextual approach. Islamic Religious Education (PAI) teachers play a vital role in developing and implementing the Independent Curriculum, including shaping students' character based on religious values. PAI teachers must integrate technology into teaching without neglecting spiritual and moral values. However, the main challenges are the teachers' readiness to adopt technology and the limited infrastructure in some areas. Collaborative efforts between the government, schools, and communities are needed to address these issues. Innovative approaches such as project-based learning or problem-based learning are expected to increase student engagement and motivation. With support from various parties, PAI teachers can contribute to creating a generation that is characterful, critical, and adaptive to changes in the times.

Keywords: Islamic Religious Education Teachers, Independent Curriculum, Era 5.0, technology, educational innovation.

1). INTRODUCTION

The rapid development of technology has brought the world into the Era 5.0, characterized by the integration of advanced technologies such as artificial intelligence, the internet of things, and big data into various aspects of human life (Schwab 2016). This era not only changes the way we interact and work but also demands transformation in education. Education must prepare a generation that possesses knowledge and skills and can think critically, creatively, and adaptively to changes in the times (Yusuf 2020).

In Indonesia, the government has initiated the Independent Curriculum to address the challenges of the Era 5.0. The Independent Curriculum is designed to provide schools and teachers with the flexibility to design and implement learning experiences that meet students' needs and potential. This aims to develop students' abilities to face global challenges through a more personal and contextual approach (Kemendikbud 2020). However, the success of implementing the Independent Curriculum highly depends on the active role and readiness of teachers to carry out these changes.

Islamic Religious Education (PAI) teachers play a crucial role in developing and implementing the Independent Curriculum. Besides functioning as educators, PAI teachers also shape students' character based on religious values. In the Era 5.0, where advanced technology is an integral part of daily life, ethical and moral challenges become more complex. Therefore, PAI teachers must integrate technology into teaching without neglecting the spiritual and moral values that underpin religious education (Azra 2021).

In the learning process, PAI teachers are required to utilize technology as a teaching aid to increase the effectiveness and efficiency of the teaching-learning process. For example, using e-learning platforms and technology-based learning applications can help teachers deliver material more attractively and interactively (Hidayat 2021). However, applying technology in teaching also presents its challenges. Many teachers still struggle to understand and use technology effectively. Additionally, limited infrastructure and technological facilities in some areas are obstacles that need to be addressed (Sari 2021).

To overcome these challenges, collaborative efforts between the government, schools, and communities are needed. The government needs to provide training and mentoring for teachers to enhance their competency in using technology. Schools must provide adequate facilities and infrastructure, while communities need to offer moral and material support for the smooth running of education (Kemendikbud 2020). Moreover, PAI teachers need to develop innovative and interactive teaching methods to help students understand and apply religious values in daily life. Approaches such as project-based learning or problem-based learning can increase student engagement and motivation in learning (Yusuf 2020).

With a creative and collaborative approach and support from various parties, PAI teachers are expected to contribute to creating a generation that is characterful, critical, and adaptive to changes in

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the times. This aligns with the Independent Curriculum's goal to produce students with global competencies who are ready to face challenges in the Era 5.0.

2) METHODS

In this article, a literature review method is used to explore the role of Islamic Religious Education (PAI) teachers in developing the Independent Curriculum in anticipation of the Era 5.0. This method involves several systematic steps to collect, evaluate, and synthesize relevant literature. First, the main topic and research questions are determined, namely how the role of PAI teachers in developing the Independent Curriculum, how technology is integrated into PAI teaching, challenges and solutions in implementing the Independent Curriculum, and support from various parties for the curriculum's success.

Next, relevant literature is collected from various sources such as academic books, scholarly journal articles, government reports, and credible internet sources. Some key references used in this review include Fullan (2007) in his book "The New Meaning of Educational Change," reports from the Indonesian Ministry of Education and Culture on the Independent Curriculum (Kemendikbud 2020), and Hidayat (2021) in his book "Utilization of Technology in Religious Education."

After collecting the literature, the quality and relevance of the sources are evaluated, considering the author's and publisher's credibility, relevance to the topic, information currency, and methodology used. The selected literature is then synthesized to identify the main themes, including the role of PAI teachers, the use of technology in education, innovative teaching methods, challenges in implementing the Independent Curriculum, and support from various parties. This synthesis process provides a comprehensive and in-depth understanding of the role of PAI teachers in the context of the Independent Curriculum in the Era 5.0.

This approach allows the article to present a strong and evidence-based analysis of how PAI teachers can contribute to creating adaptive and relevant education for the times.

3) RESULTS AND DISCUSSION

The rapid development of technology has brought the world into the Era 5.0, characterized by the integration of advanced technologies such as artificial intelligence (AI), the internet of things (IoT), and big data into various aspects of human life (Schwab 2016). This era changes how we interact, work, and learn, thus demanding transformation in various fields, including education. Education in

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the Era 5.0 must prepare a generation that possesses not only knowledge and skills but also the ability to think critically, creatively, and adaptively to changes in the times (Yusuf 2020).

In the Era 5.0, the main challenge in education is how to utilize technology to improve learning quality without neglecting ethical and moral aspects. Technology provides opportunities to create more interactive and engaging learning experiences but also brings challenges in terms of integration and wise use (Hidayat 2021). Teachers and students must be ready to face these changes with new skills and an open mindset towards innovation.

In response to the challenges of the Era 5.0, the Indonesian government has developed the Independent Curriculum. This curriculum is designed to provide schools and teachers with the flexibility to design and implement learning experiences that meet students' needs and potential (Kemendikbud 2020). The Independent Curriculum aims to develop students' abilities to face global challenges through a more personal and contextual approach and to encourage student-centered learning.

Islamic Religious Education (PAI) teachers play a vital role in education, especially in shaping students' character based on religious values. Amid rapid technological and social changes, moral and spiritual values become increasingly important to help students navigate complex ethical challenges (Azra 2021). PAI teachers are responsible for integrating religious values into teaching so that students are not only academically intelligent but also have strong character.

The integration of advanced technology into daily life brings complex ethical and moral challenges. PAI teachers must teach students to use technology wisely and responsibly and understand the social and moral impacts of technology (Sari 2021). This challenge requires PAI teachers to continuously improve their competence in teaching and educating students in the Era 5.0.

To face the challenges of the Era 5.0, PAI teachers need to develop innovative and interactive teaching strategies. The use of technology such as e-learning and learning applications can help increase student engagement in learning. Additionally, project-based learning and problem-based learning approaches can help students develop critical and creative skills (Yusuf 2020). Support from various parties, including the government, schools, and communities, is also essential for the successful implementation of the Independent Curriculum.

The Era 5.0, or often referred to as Society 5.0, is a concept promoted by the Japanese government that refers to a human-centered and technology-based society. This era aims to create a

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balance between economic progress and solving social problems by integrating physical and virtual spaces using advanced technologies such as artificial intelligence (AI), the internet of things (IoT), big data, and robotics (Deguchi et al. 2020). The main goal of Society 5.0 is to create a society that can provide a better quality of life for everyone through inclusive technological innovation.

The Era 5.0 significantly impacts various aspects of life, including the economic, health, and education sectors. In education, the Era 5.0 demands transformation in teaching and learning methods to prepare a generation ready to face global challenges. The use of technology in education can increase accessibility, personalization of learning, and efficiency of the teaching-learning process. Technologies such as AI can help develop adaptive and interactive curricula, while IoT can support connected learning environments (Prensky 2010).

To face the Era 5.0, Islamic Religious Education (PAI) teachers must adopt innovative and effective teaching methods. One of these methods is project-based learning, where students work on real-world projects that help them develop critical thinking and problem-solving skills (Bell 2010). Additionally, problem-based learning is an approach where students are encouraged to solve real-life problems through collaboration and active learning (Barrows 1986). These approaches can help increase student engagement and motivation in learning.

In the Era 5.0, technology integration in education becomes increasingly important. PAI teachers must be able to use technology as a tool to improve the quality of teaching and learning. This includes the use of e-learning platforms, learning applications, and digital media to deliver material in a more attractive and interactive way. Technology can also help facilitate personalized learning, where students can learn at their own pace and according to their needs (Hidayat 2021).

However, the integration of technology in education presents its challenges. One of the main challenges is the readiness of PAI teachers to use technology effectively. Many teachers still lack adequate skills and knowledge in using technology for teaching. Therefore, training and professional development for teachers are essential to enhance their competency in using technology (Sari 2021). Additionally, infrastructure and technological facilities in some areas are still limited, which hinders the implementation of technology-based learning.

To overcome these challenges, collaborative efforts between the government, schools, and communities are needed. The government needs to provide training and mentoring for teachers to improve their skills in using technology. Schools must provide adequate facilities and infrastructure,

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while communities need to offer moral and material support for the smooth running of education (Kemendikbud 2020). Support from various parties is crucial to create an environment that supports the integration of technology in education and the successful implementation of the Independent Curriculum.

The Independent Curriculum aims to provide flexibility for schools and teachers to design and implement learning experiences that meet students' needs and potential. This curriculum encourages student-centered learning, where students are actively involved in the learning process and have the opportunity to explore their interests and talents (Kemendikbud 2020). The Independent Curriculum also emphasizes the importance of contextual learning, where learning materials and activities are tailored to the local context and students' real-life experiences.

In this context, PAI teachers have a crucial role in developing and implementing the Independent Curriculum. They must integrate religious values into teaching and create a learning environment that encourages students to develop moral and spiritual character. PAI teachers also need to use innovative and interactive teaching methods to help students understand and apply religious values in daily life. Approaches such as project-based learning or problem-based learning can increase student engagement and motivation in learning (Yusuf 2020).

With support from various parties and a creative and collaborative approach, PAI teachers are expected to contribute to creating a generation that is characterful, critical, and adaptive to changes in the times. This aligns with the Independent Curriculum's goal to produce students with global competencies who are ready to face challenges in the Era 5.0.

4). CONCLUSIONS

The rapid development of technology in the Era 5.0 demands transformation in education to prepare a generation that is knowledgeable, skilled, and able to think critically, creatively, and adaptively to changes in the times. The Indonesian government has initiated the Independent Curriculum to address these challenges, designed to provide schools and teachers with the flexibility to design and implement learning experiences that meet students' needs and potential.

Islamic Religious Education (PAI) teachers play a vital role in developing and implementing the Independent Curriculum. Besides functioning as educators, PAI teachers also shape students' character based on religious values. In the Era 5.0, where advanced technology is an integral part of daily life, PAI teachers must integrate technology into teaching without neglecting spiritual and moral

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values. However, the main challenges are the teachers' readiness to adopt technology and the limited infrastructure in some areas.

Collaborative efforts between the government, schools, and communities are needed to address these issues. The government needs to provide training and mentoring for teachers to enhance their competency in using technology. Schools must provide adequate facilities and infrastructure, while communities need to offer moral and material support for the smooth running of education. Innovative approaches such as project-based learning or problem-based learning are expected to increase student engagement and motivation.

With support from various parties, PAI teachers can contribute to creating a generation that is characterful, critical, and adaptive to changes in the times. This aligns with the Independent Curriculum's goal to produce students with global competencies who are ready to face challenges in the Era 5.0.

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