INNOVATIVE LEARNING AT MADRASAH IBTIDAIYAH IN THE CONTEXT OF SOCIETY 5.0

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ABSTRACT

This article focuses on the implementation of innovative learning at Madrasah Ibtidaiyah in the context of Society 5.0, with a focus on the integration of Madrasah Ibtidaiyah Teacher Education (PGMI), Islamic education management, and educational technology. Combining technological advances with human life to create an intelligent and human-centered society is called "society 5.0". In this context, Madrasah Ibtidaiyah is expected to be able to develop learning approaches that are not only innovative but also in accordance with Islamic values. Madrasah Ibtidaiyah Teacher Education (PGMI) is very important for implementing innovative learning in schools. Teachers must be trained and equipped with the skills and knowledge necessary to utilize technology in the teaching and learning process. PGMI teaches prospective teachers how to integrate educational technology with Islamic teaching materials and develop interactive and interesting learning methods. It is hoped that this method will improve the quality of education at Madrasah Ibtidaiyah and produce students who are proficient and have Islamic character. At Madrasah Ibtidaiyah, management of Islamic education is very important to encourage innovation in learning. Good management ensures that all resources, including technology, are used to help students learn. Digital learning tools, interactive applications, and e-learning platforms are some of the educational technologies that can be used in the curriculum to provide richer and more varied learning experiences. The use of this technology in Society 5.0 not only helps teaching, but also prepares students to uphold Islamic principles when facing future challenges.
Keywords: Innovative Learning, Madrasah Ibtidaiyah, Society 5.0

1). INTRODUCTION

Technology has become an important part of everyday life during the revolution industry 4.0 and the transition to society 5.0, which focuses on the human-centered use of intelligent technology to create a more prosperous and sustainable society. The integration of technology into the educational process, especially in Madrasah Ibtidaiyah, is very important to prepare a generation that is not only academically intelligent but also has strong Islamic character (Ali, M., & Yusuf 2023)

Madrasah Ibtidaiyah Teacher Education (PGMI) is very important to provide teachers who

are able to apply educational technology in the educational process (Sulaiman 2021). PGMI's goal is to produce intelligent and creative educators who not only master the subject matter but are also able to combine modern technology with Islamic principles in the way they teach. Experienced teachers are expected to increase student motivation and learning outcomes by creating an interactive and fun learning environment (Wijaya 2022).

To encourage innovation in learning at Madrasah Ibtidaiyah, management of Islamic education is also very important (Rahman 2021). Good management ensures that resources, including technology, are used effectively to help students learn (Maulana 2021). In addition, good educational management ensures that the curriculum used is in line with changing times and meets students' needs (Setiawan 2022). A richer and more varied learning experience, which is in accordance with Islam, can be achieved through the use of educational technology such as e-learning platforms, interactive applications and digital devices (Lestari 2021).

Madrasah Ibtidaiyah can produce graduates who are ready to face global challenges in the era of Society 5.0 by combining PGMI, Islamic education management, and educational technology (Usman 2023). It is hoped that this learning innovation, which combines technology with Islamic values, will not only improve the quality of education but will also form students with noble character and talent (Yuliani, Y., & Prasetyo 2021).

2). METHOD

This research uses qualitative methodology to collect data through observation, interviews and literature study. Qualitative research, which is based on the philosophy of postpositivism, can be used to investigate scientific subjects. The data collected in this research may be qualitative because triangulation techniques (a combination of observation, interviews, and documentation) were used. Qualitative research is a type of research whose results are descriptive, meaning the data comes from oral conversations or the behavior of people who can be observed. Therefore, to understand the problems and results of their research, researchers must go directly into the field.

Therefore, this type of descriptive research is a type of research that designs data that will be collected by researchers regarding Innovative Learning at Madrasah Ibtidaiyah in the Context of Society 5.0. The research results show that the use of technology such as educational applications and e-learning platforms can increase learning efficiency. To support innovative learning at Madrasah Ibtidaiyah, teachers need continuous training in the use of technology and creative learning approaches.

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3). RESULTS AND DISCUSSION

The research results show that Islamic education management at Madrasah Ibtidaiyah plays an important role in directing and optimizing the use of resources to support learning innovation. Planning, organizing, directing, and controlling resources, including teaching staff, infrastructure, and educational technology, are all part of good management. All school components can work together to achieve higher educational goals with good management. Good management of Islamic education and the use of appropriate educational technology are the keys to supporting learning innovation at Madrasah Ibtidaiyah in the context of society 5.0 (Sukmawati 2022). Madrasah Ibtidaiyah maintains Islamic principles as the basis of its education by optimizing the use of resources and incorporating technology into the curriculum to enhance the learning experience and prepare students for a better future (Nasution 2023).

Educational technology has become a very important tool in learning innovation at Madrasah Ibtidaiyah. The use of e-learning platforms allows students to access teaching materials anytime and anywhere, so that learning becomes more flexible and personalized (Widodo 2023). Interactive applications and digital learning devices, such as tablets and smartboards, enhance learning by presenting engaging and immersive multimedia content (Latifah, L., & Anwar 2022). In addition, this technology helps students learn to work together on projects and assignments, both in person and online (Nurhayati 2021).

Technology in the Madrasah Ibtidaiyah curriculum includes the use of digital tools and how technology can help new learning approaches. Technology can improve project-based learning, problem-based learning, and collaborative learning. For example, students can conduct research online, collaborate via digital platforms, and use media to convey the results of their work (Zulkifli 2022).

Combining modern technology with people's lives to create human-centered solutions is known as society 5.0. In situations like this, education at Madrasah Ibtidaiyah must provide students not only academic knowledge but also the skills necessary to adapt to progress technology and fast society. For the future, educational technology helps students learn to think critically, creatively, work together and communicate (Mardiyah 2021).

One of the challenges in incorporating technology into education at Madrasah Ibtidaiyah is ensuring that the use of technology is in accordance with Islamic principles. Islamic education management must ensure that technology is used to support Islamic values and support students' spiritual development. Islamic education applications, for example, can be used to teach the Koran, Hadith, and Islamic history in an interesting and interactive way (Ahmad 2022).

While there are many benefits to be gained from implementing technology in education, there are several barriers that need to be overcome. Some of the main challenges include limited infrastructure, lack of teacher training, and resistance to change. To overcome this problem, investment in technological infrastructure, training and professional development programs for teachers, and inclusive and participatory change management approaches are possible ways to do it. Learning at Madrasah Ibtidaiyah can run more smoothly and effectively with support from all parties, including the government, educational institutions and the community (Yusuf, Y., & Amalia 2022).

4). CONCLUSION

Islamic education management is very important to support learning innovation at Madrasah Ibtidaiyah in the context of Society 5.0. Good management ensures that all resources, including technology, are used to aid learning. Student learning experiences become richer and varied when the curriculum is equipped with digital learning tools, interactive applications and e-learning platforms. This technology not only helps education, but also prepares students to uphold Islamic principles and face future challenges by thinking critically, creatively, collaborating and communicating.

However, there are several problems, such as limited technological infrastructure, lack of teacher instruction, and reluctance to change. As a result, infrastructure, teacher training programs, and inclusive and participatory change management approaches are needed. Learning innovations at Madrasah Ibtidaiyah can improve the quality of education and prepare students for a better future with the right support. All this is done while maintaining basic Islamic values.

Overall, Madrasah Ibtidaiyah can have a significant positive impact on the quality of education and student readiness with innovative technology-based learning in the context of Society 5.0. With a holistic approach and support from all parties, Madrasah Ibtidaiyah can act as an agent of change in the dynamic and sustainable world of education.

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