

## CHALLENGES FOR ISLAMIC EDUCATION TEACHERS IN THE ERA OF SOCIETY 5.0 BETWEEN TECHNOLOGY AND SPIRITUALITY

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### Abstract

*This paper examines the challenges faced by Islamic Religious Education (PAI) teachers in integrating technology and spiritual values in the Society 5.0 era. With the rapid development of technologies such as artificial intelligence and the Internet of Things, PAI teachers are required to not only teach religious knowledge but also equip students with ethical and spiritual understanding in the use of technology. This study uses a qualitative approach with a phenomenological method, involving interviews and observations to identify challenges and strategies that can be used by PAI teachers. The results show that the main challenges include a lack of technology training, difficulties in integrating spiritual values, and limited resources. On the other hand, technology also offers opportunities to improve PAI teaching through interactive digital platforms. Therefore, it is important for teachers to adapt and develop relevant teaching methods. Recommendations include professional training for teachers, integration of technology in the curriculum, and collaboration between schools, parents, and the community to support students' spiritual development. Thus, PAI education is expected to produce a generation that is balanced between knowledge and spiritual values of Society 5.0. Islamic Religious Education, Technology, Spirituality, Teachers.*

*Keywords: Society 5.0, Islamic Religious Education, Technology, Spirituality, Teachers*

### Abstrak

*Jurnal ini membahas tantangan yang dihadapi oleh guru Pendidikan Agama Islam (PAI) dalam mengintegrasikan teknologi dan nilai-nilai spiritual di era Society 5.0. Dengan pesatnya perkembangan teknologi seperti kecerdasan buatan dan Internet of Things, guru PAI dituntut untuk tidak hanya mengajarkan pengetahuan agama, tetapi juga membekali siswa dengan pemahaman etika dan spiritual dalam penggunaan teknologi. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologis, melibatkan wawancara dan observasi untuk mengidentifikasi tantangan dan strategi yang dapat digunakan oleh guru PAI. Hasil penelitian menunjukkan bahwa tantangan utama meliputi kurangnya pelatihan teknologi, kesulitan dalam mengintegrasikan nilai-nilai spiritual, dan keterbatasan sumber daya. Di sisi lain, teknologi juga menawarkan peluang untuk meningkatkan pengajaran PAI melalui platform digital yang interaktif. Oleh karena itu, penting bagi guru untuk beradaptasi dan mengembangkan metode pengajaran yang relevan. Rekomendasi mencakup pelatihan profesional bagi guru, integrasi teknologi dalam kurikulum, serta kolaborasi antara sekolah, orang tua, dan masyarakat untuk mendukung pengembangan spiritual siswa. Dengan demikian, pendidikan PAI diharapkan dapat menghasilkan generasi yang seimbang antara pengetahuan dan nilai-nilai spiritual Society 5.0, Pendidikan Agama Islam, Teknologi, Spiritualitas, Guru.*

*Kata kunci: Society 5.0, Pendidikan Agama Islam, Teknologi, Spiritualitas, Guru*



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## INTRODUCTION

Society 5.0 is a concept introduced by the Japanese government as a vision for a future society focused on human well-being through the integration of advanced technology into everyday life. In Society 5.0, technologies such as artificial intelligence (AI), the Internet of Things (IoT), and big data are used to create solutions that can improve people's quality of life. According to a report from the World Economic Forum, it is estimated that by 2025, more than 75 billion IoT devices will be connected globally, demonstrating the rapid development of this technology in everyday life.

Society 5.0 requires people to not only be able to use technology but also to understand the social, ethical, and spiritual implications of that technology. This presents new challenges for educators, particularly in Islamic Religious Education (PAI), to integrate spiritual and ethical values into a technology-based curriculum. In this context, it is crucial to explore how PAI teachers can address these challenges and prepare the younger generation for an increasingly complex world.<sup>1</sup>

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morality, especially in the challenging digital era. This education serves not only to teach religious knowledge but also to foster spiritual awareness and ethics in the use of technology.<sup>2</sup> According to data from the Ministry of Education and Culture of the Republic of Indonesia, more than 85% of students in Indonesia take Islamic Religious Education (PAI) lessons, showing how important this education is in forming religious values among the younger generation.

In the digital era, the challenges faced by Islamic Religious Education (PAI) teachers are increasingly complex. They must be able to teach students about religious values while also teaching them how to use technology wisely. For example, unwise use of social media can lead to the spread of misinformation and negative behavior. Therefore, Islamic Religious Education (PAI) teachers need to develop relevant and engaging teaching methods so that students can understand and apply religious values in a digital context.<sup>3</sup>

This study aims to identify the challenges faced by Islamic Religious Education teachers in integrating technology and spirituality in the era of Society 5.0. Furthermore, it explores strategies that Islamic Religious Education teachers can employ to address these challenges. Understanding

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<sup>1</sup>Muhammad Idris, "Pendidikan Islam Dan Era Society 5.0; Peluang Dan Tantangan Bagi Mahasiswa PAI Menjadi Guru Berkarakter," *Belajea: Jurnal Pendidikan Islam* 7, no. 1 (2022): 61, <https://doi.org/10.29240/belajea.v7i1.4159>.

<sup>2</sup>Muhammad Fatkhul Hajri, "AL-MIKRAJ Pendidikan Islam Di Era Digital: Tantangan Dan Peluang Pada Abad 21," *Al Mikraj Jurnal Studi Slam Dan Humaniora* 4, no. 1 (2023): 33–41, <https://doi.org/10.37680/almikraj.v4i1.3006>.

<sup>3</sup>Azriana Boangmanalu, "Tantangan Dan Peluang Pendidikan Guru PAI Di Era Digital . Studi Kasus SMP Negeri 2 Kerajaan," *Jurnal Kualitas Pendidikan* 3, no. 1 (2025): 1–6, <https://ejournal.edutechjaya.com/index.php/jkp>.

these challenges and strategies is expected to positively contribute to the development of religious education in Indonesia.<sup>4</sup>

This research is highly urgent, given the rapid development of technology and its impact on the younger generation. A study conducted by the Pew Research Center shows that 95% of teenagers have access to smartphones, and 45% of them admit to being online almost constantly. Therefore, it is crucial for Islamic Religious Education teachers to find effective ways to convey spiritual values amidst the rapid and often unfiltered flow of information.

Thus, this research is expected to provide deeper insight into how Islamic Religious Education teachers can adapt to changing times and remain relevant in teaching religious values to students in the Society 5.0 era.

## LITERATURE REVIEW

### Challenges for Islamic Education Teachers in the Era of Society 5.0

The Society 5.0 era brings profound changes that impact nearly every aspect of human life, including education. In this context, Islamic Religious Education (PAI) teachers face both challenges and opportunities that are very different from those of the past. They are required not only to master and optimally utilize advances in digital technology, such as the use of online learning applications, interactive media, and digital communication platforms, but also to maintain and instill the spiritual and moral values that underlie Islamic teachings.<sup>5</sup> Islamic Religious Education teachers must be figures capable of guiding students in navigating the complexities of the modern era without losing their identity and faith. Therefore, in addition to possessing technical skills in operating technology, teachers also need to develop critical thinking skills to analyze the various information circulating online, as well as innovative problem-solving skills to navigate the dynamics of learning.

This skill is crucial for teachers to create effective, adaptive, and relevant teaching methods that meet students' needs in the digital age, while simultaneously building their character and spirituality in a balanced way. By combining technological mastery with a strong spiritual understanding, Islamic Religious Education teachers will be able to become agents of change, moving religious education toward a more progressive direction while remaining rooted in the noble values of Islam.

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<sup>4</sup>Hisan Mursalin, *Tantangan Guru Pendidikan Agama Islam pada Era Society 5.0*, n.d., 216–28.

<sup>5</sup>Laili Zufiroh et al., “Tantangan Guru Pendidikan Agama Islam dalam Menghadapi Era Society 5.0,” *Jurnal An-Nur: Kajian Pendidikan Dan Ilmu Keislaman* 9, no. 1 (2023): 75–89.

### **The Role of Technology in Islamic Education**

The role of technology in Islamic Religious Education (PAI) is vital in improving the quality and effectiveness of the learning process in today's digital era. Technology enables the creation of an interactive learning environment, allowing students to access religious material in a more engaging and varied way through digital learning applications, instructional videos, interactive quizzes, and online discussion forums. In addition to simplifying material delivery, technology also helps personalize learning according to the needs and characteristics of students, making the learning process more effective and enjoyable.

Furthermore, technology facilitates access to extensive and in-depth Islamic religious learning resources, such as digital Qurans, religious texts, and tafsir (community interpretations) that can be easily accessed online. With virtual classrooms and e-learning platforms, teachers and students can interact in real time, even when they are in different locations. This is a strategic solution for maintaining the continuity of religious learning, especially in conditions that require distance learning.<sup>6</sup>

The use of technology also supports the development of more creative and innovative learning media, such as animated videos, 3D simulations, and interactive multimedia that visualize religious concepts in a more accessible way. This not only improves students' retention of the material but also makes religious learning more relevant and contextualized to the digital world they experience daily.<sup>7</sup>

However, the use of technology in Islamic Religious Education (PAI) education is not without challenges, particularly regarding students' digital literacy skills in filtering content that aligns with authentic Islamic teachings. Therefore, Islamic Religious Education (PAI) teachers are required not only to be users of technology but also to act as mentors, able to direct and ensure that technology is used optimally to support the strengthening of students' spiritual values and character.

### **The Spirituality of Islamic Education Teachers in the Digital Era**

The spirituality of Islamic Religious Education (PAI) teachers in the digital era plays a central role in maintaining and strengthening religious values amidst increasingly sophisticated technology. In the digital era, PAI teachers are not only required to master modern technology and learning methods, but also to be spiritual role models who consistently instill the depth of religious values in students. In this context, teachers function as spiritual companions, guiding students to

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<sup>6</sup>Habibah Shofiyah Assyifa et al., "Peran Teknologi Dalam Perkembangan Pendidikan Islam Abad 21 Di Era Society 5.0," *Ar Rusyd: Jurnal Pendidikan Agama Islam* 3, no. 1 (2024): 27–45, <https://doi.org/10.61094/arrusyd.2830-2281.114>.

<sup>7</sup>Oga Sugianto et al., "Peran Teknologi Dalam Pembelajaran Pendidikan Agama Islam," *IJoIS: Indonesian Journal of Islamic Studies* 4, no. 1 (2023): 17–24, <https://doi.org/10.59525/ijois.v4i1.197>.

understand, internalize, and practice Islamic teachings in their daily lives, while simultaneously ensuring that the spiritual dimension is not eroded by the rapid flow of digitalization.<sup>8</sup>

Islamic Religious Education teachers in the digital age face significant challenges in balancing the use of technology with strengthening spirituality. While technology helps enrich learning methods, there is a risk that religious instruction will become overly focused on technical aspects without delving into the spiritual and moral values that should be at the core of religious education. Therefore, teachers must design learning that does not rely solely on technology but also emphasizes personal interaction and character development to ensure that spiritual values are properly internalized by students.<sup>9</sup>

Furthermore, Islamic Religious Education teachers hold a strategic position as guardians of digital religious literacy, ensuring students receive valid information consistent with Islamic teachings. Teachers also play a role in developing students' critical thinking skills, enabling them to filter various digital content that could influence their faith and morals. In developing the spirituality of the digital generation, teachers must be capable of acting as mediators who not only teach religion theoretically but also provide life experiences that reflect noble morals, so that religious education remains meaningful and applicable amidst technological developments.

Thus, the spirituality of Islamic Religious Education teachers in the digital era is a crucial foundation for the successful implementation of holistic Islamic religious education. Teachers are not only instructors and technology facilitators, but also moral role models and spiritual guides capable of shaping strong, faithful, and pious Muslim characters in facing the dynamics of the modern era. This approach encourages religious learning that balances digital innovation and spiritual depth so that the younger generation is prepared to face global challenges without losing its Islamic identity.

## RESEARCH METHODS

The research approach in this journal uses a qualitative method with a phenomenological approach. This method was chosen because it can provide an in-depth understanding of the experiences of Islamic Religious Education (PAI) teachers in facing the challenges of the Society 5.0 era, which is characterized by rapid technological advances. According to Creswell, a phenomenological approach allows researchers to explore the meaning of individual experiences, thereby understanding how PAI teachers adapt to the changes that occur. In this context, the

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<sup>8</sup>Asmuni Zain et al., "Penguatan Nilai-Nilai Spiritual Dan Moralitas Di Era Digital Melalui Pendidikan Agama Islam," *JEMARI: Jurnal Edukasi Madrasah Ibtidaiyah* 6, no. 2 (2024): 94–103.

<sup>9</sup>Shindy Roidola, "Profesionalisme Guru Pak Di Era Digital: Tantangan Etika Dan Spiritualitas Dalam Transformasi Pendidikan," *Pendidikan Sosial Dan Humaniora* 2, no. 2 (2023): 11576–84, <https://publisherqu.com/index.php/pediaqu>.

challenges faced are not only related to technology, but also how to maintain spiritual values in the learning process.

The data collection techniques used in this study included in-depth interviews and observations. Interviews were conducted with a number of Islamic Religious Education teachers at various schools, both public and private, to gain diverse perspectives. In this interview, researchers explored their experiences in using technology in learning and how they integrated spiritual values. Apart from that, observations were carried out in class to see directly the interaction between teachers and students as well as the use of technology in learning. According to Sugiyono in Surtina et al., this combination of techniques can increase the validity of the data obtained, thereby providing a more comprehensive picture of the challenges faced by PAI teachers.<sup>10</sup>

Data analysis was conducted using thematic analysis techniques, in which researchers identified key themes from interviews and observations. This process involved coding the data, in which researchers grouped information into categories relevant to the research objectives. The analysis revealed several key challenges faced by Islamic Religious Education (PAI) teachers, such as a lack of training in technology use, difficulties integrating technology with spiritual values, and challenges in maintaining student attention amidst numerous digital distractions. According to data from the Ministry of Education and Culture, only around 30% of Islamic Religious Education (PAI) teachers feel ready to integrate technology into their teaching, indicating an urgent need for training and professional development.<sup>11</sup>

With this approach, it is hoped that this research will contribute to the development of a more relevant religious education curriculum in the digital age and provide recommendations for educational policies that support Islamic Religious Education teachers in facing these challenges. Furthermore, this study has the potential to serve as a reference for further research in the field of religious education in the era of Society 5.0.

## RESULTS AND DISCUSSIONS

### A. Challenges Faced by Islamic Education Teachers

#### Changes to Curriculum and Teaching Materials

In the era of Society 5.0, changes in curriculum and teaching materials are a major challenge for Islamic Religious Education (PAI) teachers. A dynamic curriculum requires teachers to continuously update their knowledge and skills to remain relevant. According to the Indonesian

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<sup>10</sup>Surtini et al., "Strategi Guru PAI Dalam Membimbing Pengamalan Ajaran Agama Islam Pada Siswa SDN 2 Galagamba Ciwaringin Cirebon," *Jurnal Pendidikan Agama Islam* 4, no. 1 (2023): 1–11, <https://journal.istaz.ac.id/index.php/fatawa>.

<sup>11</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, M.Dr. Ir. Sutopo, S.Pd (ed); ke2 ed (2021).

Ministry of Education and Culture, the 2013 curriculum implemented in schools requires the integration of general knowledge and character education, including religious values. This requires PAI teachers to not only teach religious material but also relate it to emerging social and cultural issues in society.

Furthermore, another challenge faced is the lack of resources to support the development of teaching materials. A study conducted by Syarif Hidayatullah State Islamic University Jakarta showed that 60% of Islamic Education teachers experienced difficulties finding teaching materials appropriate to the new curriculum. This suggests that despite the curriculum change, support in terms of resources and teaching materials is still inadequate.

In this context, Islamic Religious Education teachers need to collaborate with various parties, including academics and education practitioners, to develop materials that are not only curriculum-aligned but also engaging for students. Case studies from several schools that have successfully implemented this collaboration show an increase in student interest in Islamic Religious Education lessons of up to 30% within a single semester.<sup>12</sup> This shows that curriculum changes accompanied by the development of relevant teaching materials can increase the effectiveness of learning.

### **Adaptation to New Technologies**

Adapting to new technologies is a significant challenge for Islamic Religious Education teachers in the era of Society 5.0. The rapid development of information and communication technology requires teachers to master various digital tools and platforms. According to data from the Indonesian Internet Service Providers Association (APJII), internet usage in Indonesia has reached 77% of the total population, indicating that students are increasingly connected to the digital world. This requires Islamic Religious Education teachers to teach religious material not only through conventional methods but also through more interactive digital platforms.

However, not all Islamic Religious Education (PAI) teachers possess adequate technological skills. A survey conducted by the Educational Research Institute showed that only 45% of PAI teachers felt comfortable using technology in the learning process. This presents a challenge, as inability to use technology can hinder the learning process and cause students to lose interest.

As a solution, regular training and workshops on educational technology need to be held. For example, a training program conducted by the Ministry of Religious Affairs in collaboration with several universities successfully improved the technological skills of Islamic Religious

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<sup>12</sup>R. Sari, "Dampak Kolaborasi Dalam Pengembangan Materi Ajar PAI," *Jurnal Pendidikan Dan Kemanusiaan*, 2022.

Education (PAI) teachers by 50% within six months. Therefore, it is crucial for educational institutions to provide adequate facilities and support so that Islamic Religious Education (PAI) teachers can adapt quickly to these changes.

### **Limited Resources and Training**

Limited resources and training are also challenges that cannot be ignored. Many schools, especially in remote areas, face challenges in providing access to quality training for Islamic Religious Education (PAI) teachers. Data from the Central Statistics Agency (BPS) shows that approximately 40% of schools in Indonesia lack adequate access to professional training for teachers. This results in Islamic Religious Education (PAI) teachers not receiving the necessary knowledge and skills to teach in the digital age.

Furthermore, a lack of funding for teacher professional development is also a problem. Many schools lack the budget to send teachers to seminars or training outside the region. A study by the Indonesian University of Education found that 70% of Islamic Education teachers in remote areas feel isolated from the latest educational developments.<sup>13</sup> This shows the need for more attention from the government and related institutions to provide sufficient resources for Islamic Education teachers.

In response to these limitations, some schools have taken the initiative to conduct independent training using local resources, such as inviting experienced alumni to share their knowledge. This example demonstrates that with creativity and collaboration, the challenge of limited resources can be overcome, even in simple ways.

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<sup>13</sup>M. Rizki, "Keterbatasan Akses Pelatihan Guru PAI Di Daerah Terpencil," *Jurnal Pendidikan Dan Inovasi*, 2021.

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## **B. The Influence of Technology on PAI Teaching**

The use of social media and digital platforms in Islamic Religious Education (PAI) teaching has had a significant impact. In the era of Society 5.0, where information is readily accessible via the internet, Islamic Religious Education (PAI) teachers are required to utilize these platforms as a means to disseminate knowledge. According to a survey conducted by the Pew Research Center, 70% of teenagers in Indonesia actively use social media, making it an effective means of reaching them.<sup>15</sup>

Social media can be used to deliver teaching materials, engage in discussions, and even conduct online quizzes. For example, several Islamic Education (PAI) teachers in Jakarta have used Instagram and YouTube to share engaging learning videos. As a result, they reported a 40% increase in student participation in class discussions.<sup>16</sup> This shows that social media can be an effective tool to attract students' attention and make learning more interactive.

However, social media use also carries its own challenges, such as the risk of spreading misinformation and the negative influence of inappropriate content. Therefore, Islamic Religious Education (PAI) teachers need to educate students about digital literacy and how to use social media wisely. With the right approach, social media can be a useful tool in Islamic Religious Education (PAI) teaching.

## **C. Spirituality in the Digital Age**

### **Balance between the use of technology and spiritual values**

In the era of Society 5.0, where information and communication technology is developing rapidly, the challenge for Islamic Religious Education (PAI) teachers is to create a balance between the use of technology and spiritual values. According to a report by McKinsey & Company, more than 60% of the global population is now connected to the internet, and social

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<sup>14</sup>Rizki, "Keterbatasan Akses Pelatihan Guru PAI Di Daerah Terpencil."

<sup>15</sup>Pew Research Center, *Trends in Social Media Usage among Indonesian Youth*, 2021.

<sup>16</sup>L. Hastuti, "Penggunaan Media Sosial Dalam Pembelajaran PAI: Studi Kasus Di Jakarta," *Jurnal Pendidikan Agama Islam*, 2022.

media use has increased significantly among the younger generation. This poses a risk to students' spiritual development, as they are often exposed to content that does not always align with religious values. Therefore, it is important for Islamic Religious Education (PAI) teachers to understand how technology can be used as a tool to support spiritual learning, not replace it.

In this context, research conducted by the Pew Research Center shows that more than 70% of teenagers admit to using the internet to seek information related to religion and spirituality. However, the information found is often poorly filtered, which can lead to confusion. Therefore, Islamic Religious Education teachers need to play an active role in guiding students in selecting appropriate sources of information relevant to religious teachings. This balance can be achieved by integrating technology into learning, such as using applications that support religious learning, while still emphasizing the importance of deep spiritual practices.

For example, using interactive Quran learning apps can help students understand the sacred texts in a more engaging and accessible way. However, teachers must emphasize that the use of technology does not replace in-person religious practices, such as prayer and religious study. Emphasizing spiritual values is crucial to ensuring students become not only technology users but also individuals with a high level of spiritual awareness.

### **Strategies to increase spiritual awareness among students**

Strategies to increase spiritual awareness among students in the digital age must involve a holistic approach. One effective strategy is to conduct character development programs that focus on spiritual values. These programs can include activities such as spiritual retreats, group discussions on moral issues, and involvement in social activities based on religious values. According to data from the Ministry of Education and Culture, schools that implement character development programs show significant improvements in students' spiritual awareness.

Furthermore, Islamic Religious Education teachers can utilize technology to disseminate educational and inspiring content. For example, creating instructional videos that discuss spiritual and ethical themes within the context of everyday life. Research shows that students connect more easily with material presented visually and interactively. Thus, the use of technology can be a bridge to convey spiritual values relevant to their lives.

Activities such as online discussions about spiritual books or religious teachings can also be a means of increasing spiritual awareness. By utilizing online platforms, students can share their views and experiences, and learn from each other. This not only enhances their understanding of spirituality but also builds a supportive community in living out religious values.

### **The role of teachers as role models in spirituality**

The role of Islamic Religious Education teachers as spiritual role models is crucial, especially in the challenging digital era. Teachers are not only responsible for delivering subject matter but also for being concrete examples of how spiritual values are applied in everyday life. According to research published in the *Journal of Educational Psychology*, teachers who demonstrate a commitment to spiritual values can positively influence students' attitudes and behavior.

As role models, Islamic Religious Education teachers must demonstrate integrity, sincerity, and honesty in all their actions. For example, if a teacher teaches the importance of prayer, they must also consistently perform prayers on time and encourage their students to do so. This way, students will be more motivated to follow their teacher's example. Survey data shows that students whose teachers exemplify spirituality tend to have higher levels of satisfaction and engagement in learning.

Furthermore, teachers must be able to build positive relationships with students. Positive relationships can boost students' self-confidence and motivate them to deepen their spiritual values. Through open communication and emotional support, teachers can create a learning environment conducive to students' spiritual development.

## **D. Solutions and Recommendations**

### **Training and professional development for Islamic Education teachers**

Training and professional development for Islamic Religious Education (PAI) teachers must be a priority to face the challenges of Society 5.0. With rapid technological advancements, teachers need to be equipped with adequate skills and knowledge to integrate technology into religious education. According to UNESCO data, less than 30% of teachers in Indonesia have received training in the use of educational technology, indicating a significant gap in teacher preparedness to face these challenges.<sup>17</sup>

An effective training program should encompass aspects such as the use of digital tools in teaching, technology-based curriculum development, and pedagogical approaches appropriate to spiritual contexts. For example, training on how to use e-learning platforms to teach Islamic Religious Education (PAI) can provide teachers with new insights into how they can reach students in more innovative ways.

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<sup>17</sup>Firmansyah Firmansyah and Yulina Fadilah, "Pendidikan Dasar Islam Dan Era Society 5.0: Peluang Dan Tantangan Mahasiswa Pgmti Menjadi Guru Berkarakter," *Jurnal JIPDAS (Jurnal Ilmiah Pendidikan Dasar)* 5, no. 1 (2025): 319–29, <https://doi.org/10.37081/jipdas.v5i1.2532>.

Furthermore, collaboration with higher education institutions to organize workshops and seminars on educational technology can also improve teacher skills. Research shows that teachers involved in professional development programs perform better in teaching and are better able to motivate students. Therefore, investing in Islamic Religious Education teacher training is crucial for improving the quality of religious education in the digital age.

### **Integration of technology with a spiritual approach**

The integration of technology with a spiritual approach must be done carefully and wisely. Technology can be a very effective tool for conveying spiritual values, but it must be balanced with a deep and reflective approach. For example, the use of learning apps that encourage students to reflect on religious teachings and apply them to their daily lives can enhance their understanding of spirituality.<sup>18</sup>

In this regard, Islamic Religious Education teachers need to design a curriculum that focuses not only on cognitive aspects but also on students' character and spiritual development. Research shows that a holistic approach to religious education can produce students who are not only intellectually intelligent but also possess a high level of spiritual awareness. Therefore, technology integration must be carried out with consideration for the values to be instilled in students.

Furthermore, it is crucial for schools to provide adequate access to technology for all students. According to a report from the World Economic Forum, the digital divide can hinder students' ability to learn and grow spiritually. Therefore, efforts to provide devices and internet access equitably across schools should be part of a strategy for integrating technology into religious education.

### **Collaboration between schools, parents and the community**

Collaboration between schools, parents, and the community is crucial in supporting students' spiritual development in the digital age. Parental involvement in religious education can create a supportive environment for students to develop spiritual awareness. Research shows that students with parental support tend to be more motivated to learn and more engaged in spiritual activities.

Schools can organize programs that involve parents, such as seminars on religious education and spirituality, as well as joint activities that encourage both parents and students to

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<sup>18</sup>Syaiful et al., "Spiritual Based PAI Technology Development Strategy at Miftahul Ulum School," *JICN: Jurnal Intelek Dan Cendekiawan Nusantara* 2, no. 4 (2025): 3046–4560, <https://jicnusantara.com/index.php/jicn>.

participate. Through this collaboration, parents can better understand their role in supporting their children's religious education and how they can contribute to spiritual development at home.

Furthermore, collaborating with the community can enrich students' religious education experiences. Activities such as community service, visits to places of worship, or interfaith dialogue can provide students with broader insights into spiritual values. According to data from the Central Statistics Agency (BPS), student participation in social activities can increase their empathy and spiritual awareness.

This collaboration will not only strengthen religious education in schools but also create a more harmonious and mutually supportive community in practicing spiritual values. Thus, the synergy between schools, parents, and the community will produce a generation that is not only intellectually intelligent but also possesses a strong spiritual awareness.

## CONCLUSION

In the era of Society 5.0, Islamic Religious Education (PAI) teachers face various complex challenges. One of these is the integration of technology into learning, which can disrupt the spiritual values that should be taught. According to a survey conducted by the Ministry of Education and Culture (Kemendikbud) in 2022, approximately 65% of PAI teachers found it difficult to integrate technology with teaching religious values. This indicates that many teachers are not yet fully prepared to utilize technology effectively in the context of religious education. Furthermore, the digitalization phenomenon has also led to a decline in student interest in religious learning, which is often considered less engaging than other digital content.

However, on the other hand, technology also offers significant opportunities to improve Islamic Religious Education (PAI) teaching methods. With online learning platforms, teachers can reach a wider range of students and create interactive learning experiences. Data from the Indonesian Internet Service Providers Association (APJII) shows that internet penetration in Indonesia will reach 77% by 2023, enabling easier access to information for students. For example, the use of learning applications such as Ruangguru and Zenius has proven effective in improving students' understanding of subject matter, including PAI. Therefore, despite the challenges, PAI teachers need to view technology as a tool that can enrich the learning process.

In this context, spiritual values remain a foundation that cannot be overlooked. Islamic Religious Education (PAI) education is not only about transferring knowledge, but also about developing students' character and morals. According to research conducted by the State Islamic University (UIN) Jakarta, students who receive a good religious education tend to have more positive social behavior and high empathy. Therefore, Islamic Religious Education (PAI) teachers must be able to balance the use of technology with the strengthening of spiritual values. This also

aligns with the national education goals, which emphasize the importance of developing a nation's character with noble morals.

Based on these findings, several recommendations can be put forward for future Islamic Religious Education (PAI) policy. First, there is a need for training and professional development for Islamic Religious Education (PAI) teachers in utilizing technology in teaching. This training program should include an understanding of digital tools and how to integrate them with religious values. Furthermore, the Islamic Religious Education (PAI) curriculum needs to be updated to incorporate relevant technological elements, so that students learn not only about religion but also how to apply it in a digital context. This is in line with the opinion of Dr. Ahmad Zainuddin, an Islamic education expert, who stated that education must adapt to current developments to remain relevant.

The hope for teacher and student development in the Society 5.0 era is the creation of an inclusive and enjoyable learning environment. Islamic Religious Education (PAI) teachers are expected to utilize technology to create more interactive learning, for example through the use of videos, simulations, and social media for group discussions. Students are also expected to be able to use technology wisely, understand ethical boundaries in the digital world, and uphold religious values. Thus, Islamic Religious Education (PAI) education is not only a transfer of knowledge but also a strong character development to face the challenges of the times.

To face the challenges of Society 5.0, it is crucial for all stakeholders in education, including the government, schools, and the community, to collaborate in creating an adaptive education system. Islamic Religious Education (PAI) teachers need to be agents of change, not only teaching religious knowledge but also guiding students to understand and utilize technology positively. This adaptation is not merely a matter of following trends but also a moral responsibility to create a generation that balances knowledge and spiritual values.

Ultimately, the responsibility for creating a generation that balances technology and spirituality is a shared responsibility. Families, schools, and communities must work together to shape the character of students who are not only academically intelligent but also possess spiritual depth. With strong collaboration, it is hoped that Islamic Religious Education (PAI) education will produce individuals who are not only able to compete in the digital age but also possess good morals and are able to make positive contributions to society.

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