

ISLAMIC RELIGIOUS EDUCATION LITERACY IN THE ERA OF INDUSTRIAL REVOLUTION 5.0

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Abstract

Islamic Religious Education Literacy (PAI) is an important foundation in shaping the character and spirituality of Muslim individuals. This research aims to explore the impact of technology integration in PAI literacy in the era of the Industrial Revolution 5.0, as well as identify emerging challenges and opportunities. The research method used is literature review, which examines various sources of literature related to PAI literacy, the use of technology in education, and the Industrial Revolution 5.0. The results of the study show that the use of technology such as mobile applications, e-learning platforms, and social media can increase student engagement and understanding in PAI learning. However, significant challenges such as infrastructure readiness and teacher competence in utilizing technology still need to be overcome. The conclusion of this study emphasizes the importance of investing in technology infrastructure and teacher training to improve holistic and adaptive PAI literacy. With the right approach, PAI literacy can play a key role in shaping a generation that is ready to face the challenges of globalization and modernization, while maintaining their identity and integrity as Muslims.

Keywords: *Islamic Religious Education Literacy, Industrial Revolution 5.0, Educational Technology, PAI Curriculum, Literature Studies*

INTRODUCTION

Islamic religious education literacy (PAI) is an important foundation in forming a deep understanding of Islamic teachings among Muslim individuals (Azhari & Mustapa, 2021, p. 22). This literacy includes not only a cognitive understanding of sacred texts such as the Qur'an and Hadith, but also the affective aspects that shape attitudes, values, and spirituality. Education that focuses on PAI literacy aims to build awareness of social responsibility, justice, and integrity, as well as develop strong moral character in accordance with Islamic principles (Muttaqin & Hariyadi, 2020, p. 45).

The integration of universal values in local and global contexts is one of the important aspects of PAI literacy. This allows Muslim individuals to live a balanced life between spirituality and adaptation to existing social, economic, and political dynamics. Good PAI literacy also teaches tolerance, empathy, and respect for diversity, promoting peace and harmony between individuals and community groups (Kholidah, 2020, p. 21). Thus, PAI literacy not only strengthens religious identity, but also encourages the development of social skills and leadership based on Islamic values.

The development of modern technology opens up new opportunities in the teaching and development of PAI literacy. The use of learning applications, e-learning platforms, and social media allows for wider access to educational resources and facilitates more dynamic interactions between students and

subject matter (Hendraningrat & Fauziah, 2021, p. 45). This technology not only increases students' interest in learning about PAI, but also helps in presenting subject matter in a more interactive and engaging way. Thus, PAI literacy can continue to develop and adapt to changing times, ensuring its relevance in shaping a generation of well-rounded, critical, and responsible Muslims.

The Industrial Revolution 5.0 is the latest phase in technological development that emphasizes collaboration between humans and machines to create a more adaptive and personal environment (Alimuddin, Niaga Siman Juntak, Ayu Erni Jusnita, Murniawaty, & Yunita Wono, 2023, p. 38). Unlike the Industrial Revolution 4.0 which focuses on automation and digitalization, the Industrial Revolution 5.0 focuses on combining human power with advanced technologies such as artificial intelligence and robotics to achieve a balance between efficiency and humanity (Abdullah, 2020, p. 127). This change requires adaptation in various fields, including education, where the integration of technology is not only about the use of advanced tools, but also about creating a more humanistic and personalized learning experience (Ulya & Tohari, 2022, p. 22).

This era demands significant changes in various aspects of life, including in the world of education. The rapid transformation of technology affects the way we access information, communicate, and learn (Nursyifa, 2019, p. 51). Education is no longer just about knowledge transfer, but also about equipping students with the skills necessary to adapt to an

ever-changing world. In the era of the Industrial Revolution 5.0, digital literacy is very important, but this literacy must be combined with other aspects that are no less important, such as emotional, social, and spiritual literacy (Irawan, 2019, p. 22)

Islamic Religious Education (PAI) has an important role in shaping students' character and spiritual values. In the midst of modernization and globalization, PAI can be a strong foundation for students to maintain their identity and integrity. PAI not only teaches religious knowledge, but also builds strong morality and ethics. Values such as honesty, justice, and social responsibility taught in PAI are important in forming a generation that is not only intellectually intelligent, but also has noble character (Ifadah & Utomo, 2019, p. 52).

PAI literacy must develop in line with the demands of the Industrial Revolution 5.0 era in order to provide a deep and applicative understanding of Islamic teachings. Religious literacy in this era must be able to answer the challenges of the times and be relevant to daily life. Effective PAI literacy does not only focus on memorizing religious texts, but also on contextual and applicative understanding of religious teachings. Students must be able to interpret religious values in the context of a modern world full of complexity and dynamics.

In addition, PAI literacy must also prepare students to become competitive individuals with high integrity in the midst of rapid technological developments. Technology integration in PAI instruction can contribute to a more dynamic and captivating educational process (Cahyani & Masyithoh, 2023, p.

61). For example, the use of technology-based apps to teach Islamic history, the stories of prophets, or moral and ethical concepts can make learning more vivid and easy to understand. Thus, PAI literacy not only provides a deep understanding of Islamic teachings, but also equips students with the 21st century skills needed to succeed in the era of the Industrial Revolution 5.0.

In recent years, Islamic Religious Education literacy has become an important topic in various researches. (Aisyah, 2021) found that the traditional approach to teaching PAI in schools is still very focused on cognitive aspects and memorization, so it provides less space for students to develop critical thinking skills and a thorough comprehension of Islamic principles. (Wahyuni, 2023) added that the integration of technology in PAI teaching can increase student interest and participation, but its implementation is still limited and uneven. (Sartiwi, 2023) highlights the importance of contextual and applicative understanding of religious teachings in daily life, showing that effective religious literacy must include these aspects.

This article aims to make a new contribution to literature by analyzing Islamic Religious Education's literacy in light of the Fifth Industrial Revolution. The scientific novelty of this article lies in a holistic approach that combines aspects of technology, pedagogy, and religious content to create an adaptive and relevant PAI literacy model in this digital era. This study will also identify the key factors that affect the

effectiveness of PAI literacy in the era of the Industrial Revolution 5.0, which has not been widely discussed in previous research.

Thus, this article is expected to provide new insights for educators and policy makers in developing better PAI literacy. The main problem raised in this study is how Islamic Religious Education literacy can be improved in the era of the Industrial Revolution 5.0. The hypothesis proposed is that the proper integration of technology in PAI teaching can improve students' religious literacy, both in terms of cognitive understanding and practical application in daily life.

To test this hypothesis, this article uses a literature review research method, which involves collecting, evaluating, and critically analyzing existing literature related to Islamic Religious Education literacy and the Industrial Revolution 5.0. The purpose of this article is to explore and identify the literacy model of Islamic Religious Education that is suitable for the era of the Industrial Revolution 5.0. This article also aims to provide practical recommendations for educators in implementing PAI literacy that is holistic and relevant to technological developments and the needs of today's society.

Thus, it is hoped that PAI literacy will not only provide a deep understanding of Islamic teachings but also equip students with the necessary skills to adapt and succeed in the era of the Industrial Revolution 5.0.

METHODOLOGY

This research uses a literature review approach. This method allows researchers to collect, evaluate, and analyze various relevant literature sources related to Literacy in Islamic Religious Education (PAI) during the Industrial Revolution 5.0. Secondary literature, which includes scholarly journals, books, research reports, conference articles, and other trustworthy sources, makes up the data sources that were used. Scholars use a variety of scholarly databases, including Google Scholar, JSTOR, Springer, and ProQuest to identify and collect relevant literature, as well as utilize university libraries and digital collections from leading research institutions.

The literature selected for analysis in this study met several criteria: relevance to the topic of PAI literacy and the Industrial Revolution 5.0, credibility from reliable sources, year of publication in the last ten years to ensure current context, and strong theoretical relevance. The data collection process is carried out through several stages: identification of literature using related keywords, initial selection based on title and abstract, in-depth review of selected literature to evaluate methodologies and findings, and organization of data based on key themes emerging from the analysis.

The data collected was analyzed using descriptive and analytical approaches. Descriptive analysis is carried out by summarizing the key findings of each literature, while analytical analysis is carried out by identifying existing research patterns, trends, and gaps. Thematic synthesis techniques are used to combine findings from various sources into a comprehensive

theoretical framework. This approach helps to integrate various perspectives and findings to provide a more holistic picture of PAI literacy in the era of the Industrial Revolution 5.0.

To ensure the validity and reliability of the research, a data triangulation strategy was applied by comparing and contrasting findings from various literature sources. The selected literature meets strict criteria for credibility and relevance. In addition, the peer review process is carried out by involving experts in the field of Islamic Religious Education and educational technology to provide input and corrections to the research findings. With this literature study research method, it is hoped that this research can make a significant contribution in developing a PAI literacy model that is adaptive and relevant to today's technological developments.

RESULT AND DISCUSSION

Islamic Religious Education Literacy

Islamic Religious Education Literacy (PAI) refers to the ability of individuals to understand, interpret, and apply Islamic teachings in daily life. It includes an understanding of sacred texts, moral values, ethics, and worship practices in the context of Islam. PAI literacy not only focuses on cognitive aspects such as text comprehension, but also includes an affective dimension in shaping strong attitudes, values, and spirituality in Muslim individuals.

The importance of PAI literacy lies in its role as a moral and spiritual foundation for Muslim individuals. Through a deep understanding of the teachings of Islam, individuals can build an awareness of social responsibility, justice, and integrity in all aspects of life. PAI literacy also helps develop critical and analytical thinking skills, which are important in interpreting complex contexts in modern life (Musyafak & Subhi, 2023, p. 33)

An important aspect of PAI literacy is its ability to integrate universal values in local and global contexts. This allows Muslim individuals to live a balanced life between spirituality and adaptation to existing social, economic, and political dynamics. Good PAI literacy also teaches tolerance, empathy, and respect for diversity, promoting peace and harmony between individuals and community groups. In the context of formal education, PAI literacy plays an important role in shaping students' character. The PAI curriculum is designed to not only teach the theoretical aspects of religion, but also develop practical skills to apply Islamic values in daily life. This includes learning ethics in business, interpersonal relationships, and communication and leadership skills based on Islamic values (Kholidah, 2020, p. 31)

The development of PAI literacy cannot be separated from the use of technology in education. The use of learning applications, e-learning platforms, and social media opens up wider access to information sources and facilitates interaction between students and teachers. Technology also helps in

presenting subject matter in a more interesting and interactive way, increasing students' interest in learning PAI subjects. Awareness of the importance of PAI literacy is increasing in the midst of global challenges such as globalization, modernization, and technological developments.

A society based on strong PAI literacy can be an agent of positive change in realizing a just, just, and cultured society (Azzalatifa, Mu'awanah, & Istighfaroh, 2021, p. 41) Therefore, a holistic approach to PAI literacy development does not only concern aspects of formal education, but also involves communities and families in supporting the spiritual and moral development of Muslim individuals.

PAI Literacy in the Context of the Industrial Revolution 5.0

The Industrial Revolution 5.0 is an era where collaboration between humans and machines is on a more harmonious level, with a focus on personalization and adaptation. In this context, Islamic Religious Education (PAI) literacy needs to be reviewed and adjusted to remain relevant and effective.

PAI learning no longer only focuses on one-way knowledge transfer but also on developing critical, creative, and collaborative thinking skills supported by advanced technology. The integration of technology in PAI can provide many benefits, including increasing student engagement, making learning more interactive, and providing wider access to educational resources.

Technologies such as learning apps, interactive videos, and e-learning platforms allow students to learn in a more engaging way and according to their individual needs (Musyafak & Subhi, 2023, p. 33) Research by (Wahyuni, 2023, p. 22) demonstrates how using mobile applications in PAI instruction can boost students' engagement and facilitate their understanding of the subject matter. The holistic approach to PAI literacy emphasizes the importance of combining cognitive, affective, and psychomotor aspects. This literacy must not only include an understanding of religious texts but also the ability to apply Islamic teachings in the context of daily life. For example, students should be taught how the principles of justice, honesty, and social responsibility taught in Islam can be applied in real-life situations.

The development of an adaptive PAI curriculum is very important to ensure that the subject matter is relevant to the times and the needs of students. The curriculum should be designed to integrate technology in a way that not only supports learning but also enhances students' understanding and skills. A good curriculum should include the use of digital media, interactive simulations, and project-based learning methods that allow students to apply their knowledge in a real context (Jauhari, 2019, p. 32) Although the potential of technology in PAI teaching is enormous, there are several challenges that need to be overcome.

One of them is the readiness of technological infrastructure in schools. Many schools, especially in remote

areas, still lack adequate internet access and technological devices. In addition, there are also challenges related to teachers' ability to use technology for learning. Research by (Gulo, 2021) shows that many teachers do not yet have enough skills to effectively utilize technology in teaching.

To overcome this challenge, a comprehensive strategy is needed. First, governments and educational institutions need to invest in Adequate digital devices and a quick internet connection are examples of an appropriate technical infrastructure. Second, training and professional development programs for teachers should be strengthened to ensure they have the necessary skills to integrate technology in PAI teaching. Additionally, collaboration between schools, government, and the private sector can help in providing needed resources and support.

Teachers have a central role in developing effective PAI literacy. They must be able to integrate technology in teaching in a relevant and meaningful way. Teachers who are skilled in using technology can create a more inclusive and interactive learning environment. Research by (Jaya, 2018) shows that teacher training in the use of technology can improve the quality of teaching and make learning more engaging for students. Evaluation and assessment methods in PAI also need to be adjusted to the digital era. Evaluation focuses not only on memorization skills but also on students' ability to apply their knowledge in real contexts. The use of digital platforms for

assessment can provide faster and more accurate feedback, assisting teachers in identifying areas that need improvement.

The implementation of holistic and adaptive PAI literacy not only has an impact on educational aspects, but also has broad social and cultural implications. With good religious literacy, students can become agents of change that promote Islamic values in community life. They will be better prepared to face the challenges of globalization and modernization, while maintaining their identity and integrity as Muslims.

Strong PAI literacy can help form a generation with noble character and social responsibility. Technology can play a key role in the development of PAI literacy. Learning can be made more realistic and engaging by utilizing technology like virtual reality (VR) and augmented reality (AR). For example, AR applications can be used to teach Islamic history in a more engaging and interactive way, while VR can provide a simulation of a learning environment that allows students to experience situations that are relevant to the material being taught.

Collaboration between various stakeholders, including governments, educational institutions, the technology industry, and religious communities, is crucial for the success of PAI literacy in the era of the Industrial Revolution 5.0. This collaboration can help in the provision of resources, curriculum development, and teacher training. In addition, collaboration can also help in creating policies that support the integration of technology in education. In the future, PAI literacy must

continue to develop in line with the development of technology and social dynamics. Further research is needed to identify the best approaches and methods in teaching PAI in the digital era. Collaboration between researchers, educators, and policymakers is key in creating relevant and effective PAI literacy.

Thus, PAI literacy not only provides a deep understanding of Islamic teachings but also equips students with the skills necessary to succeed in the era of the Industrial Revolution 5.0. Project-based learning is one of the approaches that can be used to improve PAI literacy. This approach allows students to learn through hands-on experience and apply their knowledge in real projects. For example, students can develop community projects that aim to promote Islamic values such as honesty, justice, and social responsibility. This approach not only improves students' understanding of the subject matter but also helps them develop practical and social skills.

Practical Recommendations for Improving PAI Literacy

Based on the findings of the research, several practical recommendations can be put forward to improve PAI literacy in the era of the Industrial Revolution 5.0. First, governments and educational institutions need to invest in adequate technological infrastructure. Second, training and professional development programs for teachers must be strengthened to ensure they are able to use technology in teaching. Third, the PAI curriculum must be redesigned to integrate more interactive and contextual teaching technologies and methodologies.

Social media can be an effective tool in teaching PAI. The use of social media such as Facebook, Instagram, and YouTube can help teachers in disseminating subject matter, assigning assignments, and communicating with students. In addition, social media can also be used to build an active and supportive learning community, where students can share their knowledge and experiences. Research by Nasrullah (2018) shows that the use of social media in PAI learning can increase student engagement and make learning more interesting.

The use of technology in religious education also brings ethical challenges that need to be considered. One of them is the issue of privacy and security of student data. Schools and educational institutions must ensure that students' personal data is protected and that the use of technology is carried out in an ethical manner. In addition, there are also challenges related to inappropriate or potentially damaging content that can be accessed through technology. Therefore, it is important to have clear policies and guidelines regarding the use of technology in PAI teaching.

By considering the various aspects above, it can be concluded that the development of PAI literacy in the era of the Industrial Revolution 5.0 requires a holistic and adaptive approach, as well as collaboration between various stakeholders to ensure its success. With the right strategy, PAI literacy can play a key role in shaping a generation that is ready to face future challenges and opportunities.

CONCLUSION

This study concludes that particularly during the Industrial Revolution, Islamic Religious Education (PAI) literacy is crucial in forming the moral fiber and spirituality of Muslims. 5.0. These findings support the hypothesis that the integration of technology in PAI learning can improve student engagement and facilitate a deeper understanding of the subject matter. Effective PAI literacy includes not only cognitive, but also affective and psychomotor aspects, all of which need to be adapted in the context of current technological developments and social dynamics.

One of the key findings of the study is that the utilization of technology, including social media, e-learning platforms, and mobile apps, can increase students' interest and engagement in learning PAI. However, the success of this technology integration is highly dependent on the readiness of infrastructure and the competence of teachers in utilizing technology for teaching. Thus, investment in technological infrastructure and teacher training is an important step to improve PAI literacy. Furthermore, universal Islamic principles that are applicable in both local and global situations, such justice, honesty, and social responsibility, can be promoted by having strong PAI literacy. Holistic PAI literacy also has the potential to form a generation that has high social awareness and is able to adapt to the challenges of globalization and modernization.

The implications of these findings suggest that the PAI curriculum should be redesigned to integrate technology effectively and include more interactive and contextual learning methods, such as project-based learning. This adaptive curriculum not only supports learning, but also improves students' understanding and skills in applying Islamic teachings in real life. Going forward, further research is needed to identify the best methods for teaching PAI in the digital era. Collaboration between researchers, educators, policymakers, and the private sector is key in creating relevant and effective PAI literacy. Additionally, it is important to develop clear policies and guidelines regarding the use of technology in PAI teaching, including ethical aspects and student data protection.

A generation that is prepared to take on the opportunities and challenges of the future while preserving their identity and integrity as Muslims can be shaped by PAI literacy with the correct tactics and close cooperation. The next ideas from this research include the development of a continuous training program for teachers, the provision of adequate technological infrastructure, and the strengthening of collaboration between various stakeholders to support holistic and adaptive PAI literacy.

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