

Strengthening the Competencies of Islamic Religious Education Teachers in Facing the Era of Society 5.0



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Article Info	ABSTRACT
<p>Article history: Submission December 2, 2024 Revised December 25, 2024 Accepted March 25, 2025 Published April 18, 2025</p> <hr/> <p>Keywords: <i>Strengthening Competence Islamic Religious Education Teachers Era Society 5.0</i></p>	<p>Low technological mastery, minimal ongoing training, and limited facilities require Islamic Religious Education teachers at State Junior High School 24 Medan to have religious, technological, and learning method competencies that are relevant in the era of society 5.0. This study aims to explore information related to strengthening the competence of Islamic Religious Education teachers in facing the era of society 5.0 at State Junior High School 24 Medan. This study uses a qualitative research approach, using the sociology of education. Data collection techniques using interviews, observation and documentation. Data validity checks using triangulation. Meanwhile, the data analysis technique follows Miles and Huberman which goes through the stages of data reduction, data presentation, drawing conclusions, and verification. The results of this study indicate that the efforts of Islamic Religious Education teachers in improving competency strengthening in the era of society 5.0 at State Junior High School 24 Medan can be done through participating in the teacher professional education programme, joining a teacher organisation, increasing collaboration and cooperation, and utilising technology media. The obstacles faced by Islamic Religious Education teachers in implementing competencies in the era of society 5.0 include lack of mastery in the use of technological tools, inadequate school facilities, and lack of full support from parents of students.</p>



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A. INTRODUCTION

After entering the 4.0 era, the phenomenon of Society 5.0 has now emerged, characterized by technological advancements that replace various aspects of human life (Pratama & Wibawa,

2022; Yusuf & Ar Rosyid, 2023; Sawitri, 2023). It is evident that many jobs have been replaced by machines, and the growing dependence on technology has made the Society 5.0 era significantly impacted all aspects of life (Rahmawati et al., 2021; Bimantoro et al., 2021). In response to this rapid development, Indonesian education must be aligned with the demands of the Society 5.0 era, in which teachers play a crucial role and must be open to diverse learning resources (Hanjowo et al., 2023; Subandowo, 2022).

Teachers in the Society 5.0 era face complex challenges due to globalisation and technological advancements, thus requiring them to equip themselves with competencies that meet the needs of Generation Z (Putri, 2024; Abidah et al., 2022). Teachers in this era are expected to be adaptive to technological developments, master subject matter, motivate students, and create inclusive learning using digital media (Basri, 2023; Dewi et al., 2024; Sabariah et al., 2022). In the Society 5.0 era, teachers must integrate technology, engage in higher-order thinking, and develop 21st-century skills to create innovative and collaborative learning environments (Rusman et al., 2023; Niemi et al., 2018). Teachers must also maintain students' moral stability, foster creativity, and address the challenges of distance learning to ensure optimal education quality (Saputra & Suwarjo, 2020; Sahito et al., 2024).

At SMP Negeri 24 Medan, it was found that several Islamic Religious Education (IRE) teachers still face obstacles in aligning their teaching processes with the demands of the Society 5.0 era. Although the school provides technological facilities such as projectors, internet, and computers, their use is not yet optimised in the teaching and learning process. Most teachers still rely on conventional methods such as lectures and written assignments, without utilising interactive digital media that suit the characteristics of today's digital generation. This has created a gap between the availability of technology and teachers' ability to integrate it into innovative learning. As a result, student interest and participation in learning have declined, and the religious values conveyed feel disconnected from their real-life context. If not addressed promptly, the educational goal of shaping character and noble morality will be difficult to achieve.

Islamic Religious Education teachers in the Society 5.0 era must possess pedagogical, social, professional, personal, technological, and digital literacy competencies to deliver engaging instruction (Rahmadhani & Istikomah, 2023; Arif et al., 2025). Teachers need to create collaborative, creative, and contextual learning so that Islamic values are internalized by students, but teacher competency transformation still requires systematic and continuous reinforcement (Nurfuadi, 2020; Arsalan et al., 2023). Continuous professional development, project-based learning, and blended learning enhance teaching effectiveness and 21st-century student skills (Palani, 2024; Zaki et al., 2024; Wibawanto & Roemintoyo, 2020). A human-centric approach in Education 5.0 emphasises emotional interaction, digital ethics, and teacher empowerment to support sustainable growth and educational transformation (Pratyusha & Varghese, 2025; Ghosh & Jermisittiparsert, 2024; Islam et al., 2025).

Therefore, strengthening the competencies of Islamic Religious Education teachers is an urgent need for every teacher. This effort is aimed at improving the quality of learning and ensuring that religious values can be delivered in a relevant, inspiring manner that meets the challenges of the times. This study aims to explore in depth the competency conditions of Islamic Religious Education teachers at SMP Negeri 24 Medan in facing the Society 5.0 era. Through this research, it is expected that a comprehensive understanding will be obtained regarding the need to strengthen teacher competencies and their implications for more adaptive and meaningful

learning amid digital educational transformation.

B. RESEARCH METHODS

This study uses a qualitative research type using an educational sociology approach to gain an in-depth understanding of efforts to strengthen the competence of Islamic Religious Education teachers in facing the challenges of the Society 5.0 era at State Junior High School 24 Medan. The selection of this school is based on real conditions in the field that indicate challenges in mastering technology, limited supporting facilities, and the need for continuous training for Islamic Religious Education teachers to develop learning methods that are relevant and adaptive to the development of the times. The sources collected by the author were taken from the informants of the State Junior High School 24 Medan, namely the list of informants involved in this study, which included the principal and Islamic Religious Education teachers. Data collection was carried out using three main techniques: interviews, observations, and documentation, following the table below:

Table 1. Research Grid

Research Focus	Indicator	Data Collection Technique	Data Source
Islamic Religious Education teachers' readiness to face the Society 5.0 era	Mastery of digital technology by Islamic Religious Education teachers Teachers' attitudes towards technological change Teachers' understanding of Society 5.0	Interview, Observation	Religious Education Teacher, School Principal
Obstacles faced by Islamic Religious Education teachers in improving their competence	Limited ICT facilities Lack of ongoing training Motivation and time barriers	Interview	Religious Education Teacher, School Principal

The data collected in this study were processed through three stages. First, data condensation, namely the process of selecting, filtering, and focusing on data that is relevant to strengthening the competence of Islamic Religious Education teachers in facing the Society 5.0 era at State Junior High School 24 Medan. Second, data presentation is done descriptively so that researchers can understand the patterns, challenges, and strategies used by teachers more systematically. Third, conclusions are drawn based on the findings that have been analysed to answer the formulation of the research problem.

The validity of the data is maintained through source triangulation by combining data from interviews with Islamic Religious Education teachers and principals and documentation related to training and learning programmes. In addition, technical triangulation is also used, namely comparing the results of interviews, observations, and documentation to ensure the consistency and validity of the information. Finally, confirmability is applied to ensure that the research results are objective and can be scientifically accounted for.

C. RESULTS AND DISCUSSION

1. The Efforts of Islamic Religious Education Teachers in Improving Teacher Competence in the Era of Society 5.0 at State Junior High School 24 Medan

Based on the results of the interview with the principal of State Junior High School 24 Medan, it was stated that every teacher who teaches at State Junior High School 24 Medan is required to have good teaching competence in the hope of achieving optimal learning and in line with the expected vision and mission of the school. Competence is essential to see the extent of teachers' quality in implementing classroom learning. In addition, a teacher will be considered to have exemplary professionalism if the teacher has four competencies: pedagogical competence, personality competence, social competence, and professional competence.

The principal also added that the school always tries to ensure that every teacher at State Junior High School 24 Medan has four good competencies, especially in dealing with learning in the era of society 5.0. Based on the results of previous research, it is stated that the era of society 5.0 is an era with various demands that are pretty complicated and challenging, where this era has a strong influence on various sectors of human life in the world, especially having a strong influence on education (Rodiyah et al., 2024). Every teacher must be fully aware that the learning process must be adjusted to the conditions and development of children today, or implement learning according to the development of the times (Hidayati, 2022). This is also relevant to research results stating that the Industrial Revolution 4.0 and Society 5.0 are real movements towards the development of increasingly sophisticated information and communication technology (Zuhfiroh et al., 2023). The existence of this progress has become a challenge for the world of education, especially in Islamic religious education (Lundeto et al., 2024).

The results of the interview delivered by the principal, and then this is also relevant to the opinion conveyed by the Islamic Religious Education teacher, that as a teacher there is no limit to stop learning and trying to improve oneself continuously because every day is a new opportunity to learn, share, and inspire the children of the nation's successors, especially at State Junior High School 24 Medan. Being a teacher is a profession that continues to develop, and every new experience brings us closer to the noble goal of shaping the minds and characters of students. Thus, a teacher must have good competence in order to provide learning that is in accordance with expectations (Basri & Rahman, 2025). As a teacher, you must have sufficient ability to carry out the learning process in the era of society 5.0. Improving the competence of Islamic Religious Education teachers at State Junior High School 24 Medan is very important to effectively answer the challenges of the era of society 5.0.

The importance of teacher competence in order to achieve the professional level of teachers as conveyed by the Principal of SMP Negeri 24 Medan above, is also relevant to the opinion put forward by previous research, that the level of professionalism of a teacher can be marked by complete mastery of competence, both academic ability and ability in its application to students (Prayoga et al., 2024). In addition, a high level of professionalism can improve the quality of learning, which has a positive impact on the quality of education as a whole (Firdaus & Mardianto, 2024).

To achieve the level of professionalism of teachers, teachers must make several full efforts to realise themselves as competent teachers in the field of Islamic religious education (Hasanah & Zainuddin, 2023). Based on the findings of the study, several efforts of Islamic Religious Education teachers in improving competence at State Junior High School 24 Medan in the era of society 5.0 are as follows:

a. Participate in a Professional Education Programme

Professional teacher education is a program that aims to prepare prospective teachers with the urgent competencies to carry out their duties as educators. Teacher professional education is designed to equip every teacher who is called to be equipped with pedagogical skills, understanding of teaching materials, and the ability to manage the learning process effectively (Nika & Rahayu, 2024). In addition, the purpose of implementing Teacher Professional Education is to produce prospective teachers who can realise national education goals (Maulana et al., 2023). Based on the results of interviews with Islamic Religious Education teachers, participating in the Professional Education Program is one of the dreams of every teacher in Indonesia. During the Teacher Professional Education training process, each teacher will be formed into a competent teacher according to their respective fields. However, to participate in this teacher professional education programme, it takes quite a long time to be called to participate in it, so teachers who have not been called to participate must continue to study to support improving their competence as teachers.

b. Joining a Teacher Organisation

The teacher organisation supported by Islamic Religious Education teachers at State Junior High School 24 Medan is the Subject Teacher Conference. This professional organisation accommodates subject teachers in the district or city. This organisation acts as a forum for communication, joint learning, and exchange of ideas and experiences between teachers. The goal is to encourage increased teacher competence and performance, as well as to be an example in implementing changes in learning orientation in the classroom.

The teacher organisation followed by Islamic Religious Education teachers at State Junior High School 24 Medan aims to be one of the efforts of Islamic Religious Education teachers to improve their competence as teachers. This activity also aims to discuss the obstacles experienced by teachers, find solutions, and improve the quality and quantity of teachers. Based on the results of interviews with Islamic Religious Education teachers, they said that joining a teacher organisation has excellent benefits in terms of improving knowledge and skills in teaching. Not a little knowledge is obtained that was initially unknown, so it is new knowledge.

Based on the Subject Teacher Deliberation Guidelines issued by the Ministry of National Education, the main objective of establishing the Subject Teacher Deliberation is to encourage the growth of creativity and innovation in order to improve teacher professionalism. In addition, the Subject Teacher Deliberation Guidelines also aim to broaden the insights and knowledge of subject teachers in order to create a more effective and efficient learning process, as well as support the creation of a conducive and enjoyable classroom atmosphere for students (Munawir et al., 2023).

c. Increase Collaboration and Cooperation

The form of collaboration and cooperation carried out by Islamic Religious Education teacher, is by inviting several Islamic Religious Education teachers and even holding discussions with the principal at State Junior High School 24 Medan in carrying out religious activities at school, such as cooperation in the dhuha prayer program, the implementation of fardhu kifayah and even the commemoration of the Prophet Muhammad's birthday and Isra' Mi'raj. In addition, he also said that as a teacher, he often invites other Islamic Religious Education teachers to form cooperation in designing fun Islamic religious education learning, especially in learning that must integrate religious learning with the use of technology.

In addition, Islamic Religious Education teachers also work with parents to direct their children to pay attention to what the teacher says through digital learning or video learning. As Islamic Religious Education teachers, they emphasise to parents to continue to pay attention to the development and socialisation of their children in their residential environment, especially supervising who their children play with and what they often do. Also, cooperation to monitor students in using technology media in the learning environment.

The importance of collaboration between teachers in the learning process is a determining factor in the success of the quality of education (Kasmawati, 2020). Collaboration between teachers not only has a positive impact on the educators themselves but also on students and the school institution as a whole (Bulturbayevich et al., 2021). For teachers, collaboration can encourage improved performance, reduce feelings of alienation in teaching, strengthen motivation, and increase work enthusiasm and morale (Afzal et al., 2023). Meanwhile, at the student level, teacher collaboration plays a role in creating more coordinated and meaningful learning, which can ultimately improve their understanding and learning outcomes (Kasmawati, 2020).

Meanwhile, success in the world of education is the result of synergy between various forms of collaboration and support between elements in the educational environment (Ramdani et al., 2019). Each component complements the other and plays an active role in creating an effective and sustainable learning ecosystem (Putri et al., 2024).

d. Utilising Technology Media

Currently, Indonesia and many countries in the world have begun to enter the era of Society 5.0, where this era has replaced facilities and infrastructure that are more digitally oriented (Wijaya & Wibawa, 2022). Especially in Islamic religious education, learning activities. In the process of implementing Islamic religious education learning at State Junior High School 24 Medan, as an Islamic religious education teacher, he has started implementing technology-based learning, as conveyed by an Islamic religious education teacher. Until now, he has implemented and continues to try to implement learning using digital applications, including through Google Meet, WA, YouTube videos and other applications.

Previous research shows that using digital technology in teaching and learning activities allows students to experience more contextual learning and allows for broader interactions with others (Khotimah, 2019). In addition, the integration of this technology

reflects a major leap towards a new era of education, which demands the courage to innovate, think creatively, and accept the fact that the way of viewing science has changed along with the advancement of the digital world (Mubarok et al., 2023).

2. Obstacles of Islamic Religious Education Teachers in Implementing Competencies in the Era of Society 5.0 at State Junior High School 24 Medan

The implementation of Islamic religious education learning in every school in Indonesia certainly has various complex and diverse challenges (Ihsan et al., 2025). Competent teachers must be able to manage classes effectively and identify and overcome various challenges that arise during the learning process. However, the process does not run entirely smoothly; several obstacles or challenges are often found, which come from the wider community and within the Islamic religious education teachers at State Junior High School 24 Medan. There are several obstacles faced by Islamic Religious Education teachers at State Junior High School 24 Medan in implementing competencies in the society era, namely:

First, there is a lack of mastery in the use of technological tools. Although the school has provided training in the implementation of learning using digital platforms, such as YouTube videos, Google Forms, and in-focus PowerPoint presentations, Islamic Religious Education teachers at State Junior High School 24 Medan do not fully master learning using digital technology. Even some Islamic Religious Education teachers find it difficult to integrate Islamic Religious Education learning into technology and prefer to carry out learning conventionally.

Second, not all classes at State Junior High School 24 Medan provide infocus media; this is an obstacle for teachers in implementing learning using technology. So as Islamic Religious Education teachers only implement learning using technology in each class that provides in-focus media facilities. As a result, learning innovations are not implemented comprehensively. In addition, internet access, which is an obstacle in the learning process using technology, is the unavailability of a stable network to support the teaching and learning process in the era of society 5.0. The problem is the difficulty of internet access in every school. So this is also relevant to the results of research conducted by (Nasikin et al., 2025), which states that Islamic Religious Education teachers in East Kalimantan face limitations related to access to adequate technological devices and infrastructure, unstable internet access, inadequate hardware, or other necessary supporting technological facilities.

Third, there is a lack of full support from students' parents in supporting the success of Islamic religious education learning. Some parents are less active in getting involved in helping their children learn religion, not only at school but also when the children are at home. This lack of support results in one of the obstacles to optimising Islamic religious education learning.

D. CONCLUSION

Based on the research results, the efforts made by Islamic Religious Education teachers in improving competency strengthening in the era of society 5.0 at State Junior High School 24 Medan show an awareness to adapt to the development of the times. Islamic Religious Education teachers try to develop themselves in various ways, such as participating in the Teacher Professional Education programme, being active in teacher organisations, and building

collaboration and cooperation between fellow teachers and with parties outside the school. In addition, the use of technology media has gradually begun to be carried out to support learning that is more relevant to the characteristics of digital native students, although it is not yet optimal.

However, strengthening the competence of Islamic religious education teachers still faces several obstacles. Lack of mastery in the use of technological tools is a significant challenge, in addition to the limited supporting facilities available in schools. On the other hand, the lack of full support from parents of students also affects the sustainability of the technology and value-based learning process. Therefore, ongoing efforts are needed from various parties, including practical training for teachers, improving school facilities, and socialising with parents to create an educational ecosystem that supports strengthening the competence of Islamic Religious Education teachers in the era of Society 5.0.

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AUTHOR CONTRIBUTIONS

- Author 1 : Drafted the original draft, conceptualised the research, and curated the data.
- Author 2 : Responsible for managing the investment of time, administering the research project, and writing the literature review and performing the injection.
- Author 3 : Contributed to writing the literature review, final injection of the manuscript, and performing formal data analysis.
- Author 4 : Assisted in data validation, visualisation, and documentation and reporting of the research results.

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