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Strategies for Islamic Education Teachers in Creating Engaging Learning Experiences in the Society 5.0 Era

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ABSTRAK

Perkembangan era Society 5.0 membawa perubahan besar dalam dunia pendidikan, termasuk pada pembelajaran Pendidikan Agama Islam yang dituntut lebih aktif, kreatif, dan menyenangkan. Namun, dalam pelaksanaannya pembelajaran PAI masih cenderung pasif dan didominasi metode ceramah sehingga keterlibatan peserta didik belum optimal. Penelitian ini bertujuan untuk mendeskripsikan strategi guru PAI dalam menciptakan pembelajaran yang menyenangkan di era Society 5.0 serta mengidentifikasi tantangan yang dihadapi guru dalam penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi pustaka (library research) melalui pengumpulan data dari buku, jurnal, dan sumber ilmiah yang relevan. Hasil penelitian menunjukkan bahwa guru PAI memiliki peran penting sebagai fasilitator, motivator, dan inovator dalam menciptakan pembelajaran yang aktif dan berpusat pada peserta didik melalui strategi cooperative learning, project based learning, pembelajaran kontekstual, serta pemanfaatan media digital interaktif. Dengan demikian, pembelajaran PAI di era Society 5.0 perlu didukung oleh kompetensi digital guru, kreativitas pembelajaran, dan kerja sama antara sekolah, guru, serta orang tua agar tercipta pembelajaran yang efektif, menyenangkan, dan tetap berlandaskan nilai-nilai keislaman.

Keywords:
Islamic Education; Fun Learning; Society 5.0; Teacher Strategies; Digital Literacy.

ABSTRACT

The advent of the Society 5.0 era has brought about significant changes in the world of education, including in Islamic Religious Education (IRE) instruction, which is now expected to be more active, creative, and engaging. However, in practice, IRE instruction still tends to be passive and dominated by lecture-based methods, resulting in suboptimal student engagement. This study aims to describe the strategies used by Islamic Religious Education (IRE) teachers to create engaging learning experiences in the Society 5.0 era and to identify the challenges teachers face in implementing them. This study employs a qualitative approach using library research, collecting data from books, journals, and relevant scientific sources. The findings indicate that Islamic Religious Education (IRE) teachers play a crucial role as facilitators, motivators, and innovators in creating active, student-centered learning through strategies such as cooperative learning, project-based learning, contextual learning, and the use of interactive digital media. Thus, PAI learning in the Society 5.0 era needs to be supported by teachers' digital competencies, learning creativity, and collaboration between schools, teachers, and parents to create learning that is effective, enjoyable, and remains grounded in Islamic values..

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INTRODUCTION

Rapid technological advancements in the Society 5.0 era have brought about significant changes in various aspects of life, including the field of education.[1] Karinov defines Society 5.0 as a concept of a human-centered and technology-based society.[2] This era emphasizes the integration of digital technology and human life, in which artificial intelligence, big data, and the internet have become an integral part of daily life.[3] Learning should encourage active student participation, and technological advancements should provide teachers with opportunities to develop their teaching materials. However, some teachers fail to recognize this, resulting in a tendency toward passive learning. In fact, Islamic Religious Education tends to be passive and is dominated by lecture-based methods and rote memorization.[4] This is because a teacher does not yet possess the necessary skills, particularly when it comes to determining the appropriate teaching strategies.[5]

In Nita Yuli Astuti's research, learning adapted to the Society 5.0 era incorporates various designs to support the learning process. These designs may include the use of digital media such as Skype, Zoom, Google Meet, Discord, G Suite for Education, Edmodo, and Kahoot.[6] Shancy Syahrani P et al. also discussed the "Merdeka" curriculum framework, particularly in the subject of Islamic religious education, in the context of the Society 5.0 era, noting that while teaching materials, methods, and models have been adapted to meet the needs of the current era, teachers still face challenges in understanding technology and addressing students' skills.[7]

Based on various previous studies, which have focused more on the use of technology and the challenges teachers face in mastering it, research on Islamic Education teachers' strategies for creating enjoyable learning experiences has not yet been explored in depth. In fact, enjoyable learning is a key factor in enhancing student engagement, motivation, and enthusiasm in the digital age. Therefore, this study aims to further examine the strategies used by Islamic Education (PAI) teachers to create enjoyable learning experiences in the Society 5.0 era.

This study aims to describe the strategies used by Islamic Religious Education teachers in creating enjoyable learning experiences in the Society 5.0 era, as well as to identify various challenges and efforts made by teachers in adapting instruction to technological advancements and the characteristics of today's students. It is hoped that this study will provide insights into innovative and interactive teaching strategies capable

[1] Ade Fricticarani et al., "Strategi Pendidikan Untuk Sukses Di Era Teknologi 5.0," *Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI)* 4, no. 1 (2023): 56–68, https://doi.org/https://doi.org/10.52060/pti.v4i1.1173.

[2] Farid Ahmadi and Hamidulloh Ibda, *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0* (Semarang: CV. Pilar Nusantara, 2019).

[3] Moh In'ami, *Pendidikan Islam 5.0: Integrasi Spiritualitas Dan Teknologi Di Era Disrupsi* (Yogyakarta: Zahir Publishing, 2025), https://books.google.co.id/books?id=DUNWEQAAQBAJ.

[4] A Moh Ickhamal Suryadinata, "Metode Ceramah Dalam Pendidikan Islam (Keuntungan Dan Keterbatasannya)," *Jurnal Kolaboratif Sains* 8, no. 6 (2025): 3458–67, https://doi.org/https://doi.org/10.56338/jks.v8i6.7674.

[5] Sely Afriani, Lalu Hamdian Affandi, and Awal Nur Kholifatur Rosyidah, "Analisis Tantangan Guru Dalam Menerapkan Pembelajaran Matematika Yang Inovatif Di SDN Tundung Kecamatan Batukliang Tahun Ajaran 2020/2021," *Jurnal Literasi Dan Pembelajaran Indonesia* 1, no. 1 (2021): 1–5.

[6] Nita Yuli Astuti, "Desain Pembelajaran PAI Di Era Society 5.0," *IQRO: Journal of Islamic Education* 7, no. 1 (2024): 1–22, https://doi.org/https://doi.org/10.24256/iqro.v7i1.4783.

[7] Shancy Syahrani, Asmaiwaty Arief, and Rehani Rehani, "Penerapan Kurikulum Merdeka Belajar Melalui Mata Pelajaran Pendidikan Agama Islam Dalam Menyonsong Era Society 5.0," *Indopedia (Jurnal Inovasi Pembelajaran Dan Pendidikan)* 2, no. 4 (2024): 1005–13.

of enhancing students' active participation in the learning process. Additionally, this article is intended to serve as a reference for Islamic Religious Education (IRE) teachers in developing instruction that is not merely focused on delivering content but also capable of creating an engaging and meaningful learning environment. Thus, this study focuses on how IRE teachers' strategies are implemented in the learning process in the Society 5.0 era, how teachers create an enjoyable learning environment, and the factors that support and hinder the implementation of these strategies within the school setting.

METHOD

This study employs a qualitative approach in the form of a literature review. Sutrisno Hadi explains that it is called a literature review because the data and materials needed to complete the study are sourced from libraries, including books, encyclopedias, dictionaries, journals, documents, magazines, and so on.[8] This literature review aims to examine and analyze the strategies used by Islamic Education teachers to create engaging learning experiences in the Society 5.0 era. The data used in this study consists of qualitative data obtained from various sources, such as educational textbooks, national journal articles, and educational policy documents relevant to the research topic. Therefore, this study does not have a specific physical location.

RESULT AND DISCUSSION

The Society 5.0 Era

The Society 5.0 era is a concept of a modern society that integrates digital technology with human life to create a more effective and human-centered way of life.[9] This concept was first introduced by the Japanese government as an extension of the Fourth Industrial Revolution, which emphasizes the use of technologies such as artificial intelligence (AI), the Internet of Things (IoT), big data, and robotics in various aspects of life, including education.[10] In the Society 5.0 framework, technology is not only used as a tool for automation, but also as a means to help people solve various social problems and improve their quality of life.[11] Therefore, the education sector is required to adapt the learning process to technological advancements so that students can develop 21st-century skills, such as critical thinking, creativity, communication, and collaboration.

From an educational perspective, Jean Piaget explains that learners construct their own knowledge through experience and active interaction with their learning environment.[12] In the Society 5.0 era, learning is no longer teacher-centered but learner-centered, utilizing digital technology as a learning support tool. Teachers act as facilitators who help learners discover, process, and understand information independently. In Islamic Religious Education, this approach can be implemented through the use of

[8] Fina Nabilah Layaliya, Haryadi Haryadi, and Nas Haryati Setyaningsih, "Media Pembelajaran Bahasa Dan Sastra (Studi Pustaka)," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua* 6, no. 2 (2021): 81–84, https://doi.org/https://doi.org/10.21107/metalingua.v6i2.12392.

[9] Azizatul Khairi et al., *Teknologi Pembelajaran: Konsep Dan Pengembangannya Di Era Society 5.0* (Pekalongan: Penerbit Nem, 2022).

[10] Astrid Savitri, *Revolusi Industri 4.0: Mengubah Tantangan Menjadi Peluang Di Era Disrupsi 4.0* (Yogyakarta: Penerbit Genesis, 2019).

[11] Habib Maulana Amran Fauzi et al., "Sinergi Manusia, Teknologi, Dan Masyarakat Dalam Era Revolusi Industri 4.0 Dan Society 5.0," *INOMATEC: Jurnal Inovasi Dan Kajian Multidisipliner Kontemporer* 1, no. 02 (2025): 244–51.

[12] Laily Mazilatul Magfiroh et al., "Kontruktivisme Jean Piaget Dan Implikasinya Terhadap Pembelajaran Kreatif Serta Inovatif Dalam Pendidikan Di Era Digital," *Indonesian Journal of Multidisciplinary Studies* 1, no. 3 (2025): 34–48.

interactive digital media, group discussions, project-based learning, and problem-solving related to daily life, thereby making learning more active and meaningful.

In addition, Abraham Maslow believed that education should help students achieve self-actualization through a comfortable and enjoyable learning environment.[13] In the era of Society 5.0, teachers are not only expected to master technology but also to create a humanistic learning experience that is centered on students' needs. Thus, the use of technology in Islamic Education (PAI) is not only aimed at improving academic skills but also at shaping students' character, morals, and spiritual values so that they can face the challenges of the modern world without losing sight of Islamic values.

The Concept of Fun Learning

The concept of enjoyable learning is an educational approach that positions students as active participants in a comfortable, non-pressured learning environment that fosters intrinsic motivation.[14] This lesson is designed to engage students, spark their emotional and intellectual interest, and help them enjoy the learning process. In this context, a fun atmosphere does not mean a lack of seriousness, but rather the creation of a positive psychological environment that makes it easier for students to absorb and understand the material.

According to Wina Sanjaya, effective learning must foster active, interactive dialogue between teachers and students, so that students are not merely recipients of information but are also engaged in the process of thinking and discovering knowledge.[15] The concept of enjoyable learning is also supported by educational psychology theories, such as the humanistic theory developed by Abraham Maslow. In his theory, Maslow emphasizes that the needs for safety, comfort, and recognition must be met in order for individuals to achieve self-actualization in learning.[16] In other words, when students feel comfortable and valued in the classroom, their learning potential will develop to its fullest. This shows that a positive atmosphere is an essential prerequisite for successful learning.

In addition, engaging learning is also consistent with the concept of joyful learning, which refers to a learning process designed through creative, interactive, and contextual activities. According to Mel Silberman, learning is more effective when students are directly engaged through activities such as discussions, simulations, educational games, and group work, as these can enhance student retention and understanding.[17]

In practice, there are several key principles of engaging learning.[18] First, create a safe and comfortable learning environment, both physically and psychologically. Second, actively engage students through varied teaching methods such as problem-based

[13] Tri Wiyoko, "Filsafat Humanisme Abraham Maslow Dalam Perspektif Pembelajaran Berdiferensiasi," *Jurnal Muara Pendidikan* 9, no. 2 (2024): 337–43, https://doi.org/https://doi.org/10.52060/mp.v9i2.2484.

[14] Sri Nuraini et al., *Belajar Aktif Dan Menyenangkan Dalam Pendidikan Jasmani Melalui Permainan Di Sekolah Dasar* (Penerbit K-Media, 2026).

[15] Ronny Mugara and Enjang Yusup Ali, *Kurikulum Dan Pembelajaran Di Pendidikan Dasar Teori, Desain, Strategi, Dan Implementasi Kontekstual Untuk Abad 21* (Penerbit Widina, 2025).

[16] Muhammad Insan Jauhari and Karyono Karyono, "Teori Humanistik Maslow Dan Kompetensi Pedagogik," *Jurnal Sustainable* 5, no. 2 (2022): 250–65, https://doi.org/https://doi.org/10.32923/kjmp.v5i2.2585.

[17] Pinasti Pinasti, "Pengaruh Metode Pembelajaran Aktif Terhadap Peningkatan Kualitas Pembelajaran Dalam Pendidikan Islam," *Al-Ijtima'i: Jurnal Pengabdian Masyarakat* 1, no. 2 (2024): 83–106.

[18] Sri Jamilah et al., "Pembelajaran Aktif Dan Menyenangkan Dalam Pembelajaran PAI: Antara Teori Dan Praktik," *Jurnal Inovasi Pendidikan Dasar Dan Menengah* 3, no. 1 (2026): 38–55, https://doi.org/https://doi.org/10.71301/jipdasmen.v3i1.213.

learning, cooperative learning, and project-based learning. Third, provide rewards or positive feedback to boost students' motivation to learn. Fourth, use engaging teaching materials that are relevant to students' lives so that the content is easier to understand.

Enjoyable learning is also closely linked to motivation to learn. According to John W. Santrock, students' motivation to learn increases when they feel happy, interested, and curious about the material being studied.[19] Therefore, teachers need to design lessons that are not monotonous, but rather dynamic and capable of sparking students' curiosity.

In the context of Islamic education, particularly in the teaching of Islamic studies such as fiqh or akidah and akhlak, the concept of enjoyable learning can be implemented through contextual and reflective approaches.[20] For example, linking the material to students' daily lives, using inspirational stories, and engaging in discussions that foster an understanding of moral values. In this way, learning is not only enjoyable but also meaningful and helps shape students' character.

The Role of Teachers in Creating Engaging Learning Experiences in the Society 5.0 Era

In creating engaging learning experiences in the Society 5.0 era, Islamic Religious Education teachers play a crucial role as facilitators, motivators, innovators, and mentors in the learning process. Teachers no longer serve merely as the primary source of information but act as guides capable of fostering an active, creative, and student-centered learning environment. In Islamic Religious Education (IRE) instruction, teachers are expected to connect religious content with daily life and technological advancements to make learning more relevant and easier for students to understand. Teachers also play a role in instilling character, moral, and spiritual values through engaging approaches so that students do not become bored during the learning process.

To create an enjoyable learning experience, Islamic Education teachers can implement various teaching strategies aligned with the characteristics of the Society 5.0 era. One such strategy is cooperative learning, which combines the use of competitive digital media to encourage students to actively discuss and collaborate in understanding religious material. Cooperative learning, as a teaching method, supports an approach where, after students receive instruction from a facilitator, they are divided into small groups and given clear directions regarding the type of learning to be conducted next and the expected outcomes of that learning, as well as guidance on how the group work process will be carried out during future lessons.[21] Furthermore, the Project-Based Learning (PjBL) strategy can also be implemented by assigning simple projects related to Islamic values in daily life, so that students not only understand the theory but are also able to apply it in practice.

Islamic Education teachers also need to implement contextual learning strategies, which involve linking the material to real-life situations relevant to students' lives. For example, when discussing moral values, teachers can relate the topic to the ethics of social media use in the digital age. In this way, students will more easily understand the importance of Islamic values in modern life. Additionally, the use of icebreakers,

[19] Karunia Eka Lestari and R M Yudhanegara, "Penelitian Pendidikan Matematika" (Bnadung: PT Refika Aditama, 2018).

[20] S Rosyad et al., *PEMBELAJARAN KONTEKSTUAL: KONSEP DAN TEORI* (NABA EDUKASI INDONESIA, 2026), https://books.google.co.id/books?id=Eza_EQAAQBAJ.

[21] Kezya Meylani Fernanda Putri, Lidiya Rima Ranti, and Glen Hosea Fernando Ringkat, "Artikel Model Pembelajaran Cooperative Learning," *Dewantara: Jurnal Pendidikan Sosial Humaniora* 3, no. 3 (2024): 1–6, https://doi.org/https://doi.org/10.30640/dewantara.v3i3.2770.

educational games, storytelling about the prophets, and interactive question-and-answer sessions can help create a fun and engaging learning environment. Through these various strategies, Islamic Education teachers are expected to create more innovative and engaging lessons that enhance student motivation and participation in the Society 5.0 era.

The Challenges Faced by Islamic Education Teachers in Creating Engaging Learning Experiences in the Society 5.0 Era

In implementing learning strategies in the Society 5.0 era, Islamic Education teachers face a range of complex challenges. One of the main challenges is the low level of technological proficiency among some teachers. Not all teachers possess adequate digital skills, so they still struggle to use learning applications and digital media. This poses an obstacle to creating innovative learning experiences that keep pace with technological advancements. Furthermore, limited facilities and internet access also pose challenges for PAI learning in the Society 5.0 era. Some schools still face limitations in terms of technological devices, internet connectivity, and digital learning resources, preventing technology-based learning from being fully implemented.[22]

In addition, uncontrolled use of smartphones and social media by students can disrupt their focus on lessons. Students prefer digital entertainment over learning. Therefore, Islamic Education teachers must find ways to ensure that technology does not become a barrier but rather aids in learning.[23] Overreliance on technology-based learning can reduce direct interaction between teachers and students. However, religious education requires role modeling, character building, and interpersonal communication. Therefore, teachers need to balance the use of technology with a humanistic approach so that Islamic values can continue to be instilled effectively.[24]

To address these challenges, Islamic Education teachers need to enhance their digital competencies through educational technology training, develop creativity in creating learning materials, and instill digital literacy and ethical technology use in students. Additionally, collaboration between schools, teachers, and parents is essential to ensure that technology supports effective, engaging, and relevant Islamic Education learning in the context of the Society 5.0 era. Research findings by Ihza Ari Pratama in the Journal of Islamic Education Studies state that PAI teachers must possess pedagogical and digital competencies to effectively address learning challenges in the Society 5.0 era. Teachers should not merely act as content deliverers but also as facilitators capable of creating creative, innovative, and enjoyable learning experiences. This study emphasizes that mastery of technology is a key factor in enhancing the quality of PAI education in the modern era.

In addition, cooperation among schools, teachers, and parents is also necessary to monitor and guide students' use of technology. With such cooperation and efforts, Islamic Education instruction can be more effective, enjoyable, and remain relevant to the changing times.[25]

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[22] Irna Prayetno, "Tantangan Dan Solusi Dalam Pembelajaran PAI Di Era Digital Jurnal Kajian Islam Dan Sosial Keagamaan" 2, no. 3 (2025): 616–22.

[23] Tri Yunita, "Pengaruh Penggunaan Gadjet Dalam Menurunkan Kemampuan Belajar Siswa" 4, no. 2 (2025): 7359–65.

[24] Silma Murdaningtias, Muhammad Fuadhil Fahmi, and Muhammad Taufiq Hidayat, "Tantangan Guru Dalam Mengintegrasikan Teknologi Digital Pada Pembelajaran PAI Di SMA Hasyim Asy ' Ari 1 Pucuk Ajer" 2, no. 1 (2025): 60–65.

[25] Abdul Kholil, "Kolaborasi Peran Serta Orang Tua Dan Guru Dalam Pembelajaran Pendidikan Agama Islam Secara Daring," *Jurnal Pendidikan Guru* 2, no. 1 (2021), https://doi.org/https://doi.org/10.47783/jurpendigu.v2i1.191.

CONCLUSION

Based on the results of this study, it can be concluded that the Society 5.0 era brings significant changes to the world of education, particularly in Islamic Religious Education, which requires teachers to be more innovative, creative, and adaptable to technological advancements. Islamic Religious Education teachers play a crucial role as facilitators, motivators, mentors, and innovators in creating learning experiences that are enjoyable, active, and student-centered. Engaging learning can be achieved through the implementation of various strategies such as cooperative learning, project-based learning, contextual learning, the use of interactive digital media, storytelling, educational games, and active discussions that can enhance students' motivation and engagement in learning. However, in practice, there are still various challenges, such as low digital competence among teachers, limited technological resources, and the uncontrolled influence of digital media on students. Therefore, it is necessary to improve teachers' competencies, foster creativity in teaching, and promote collaboration between schools, teachers, and parents so that Islamic Education (PAI) in the Society 5.0 era can take place effectively, enjoyably, and still be able to instill Islamic values and character in students.

The author recommends that Islamic Education teachers continue to enhance their pedagogical competencies and digital literacy to create active, innovative, and engaging learning experiences in the Society 5.0 era without neglecting Islamic values and the character development of students. Additionally, schools are expected to provide support in the form of adequate facilities and technology training. Further research is also recommended to examine the implementation of PAI learning strategies in greater depth through field studies to yield broader and more practical results.

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