

The Role of Human Resources in Islamic Education in the Era of Civil Society 5.0

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DOI: 10.31958/jies.v3i2.10967

Article info

Abstract

Article History

Received:

10/10/2023

Accepted:

10/11/2023

Published:

30/11/2023



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The increased role of technology and the complexity of societal changes have ushered in a new era in education, known as Civil Society 5.0. This study aims to explore the role of Human Resources at MTs Darussalam Samarinda in adapting to the Civil Society 5.0 era. The research methodology employed a qualitative-descriptive approach, utilizing interview data from all available human resources within the madrasah. Observations were conducted in the field to validate the obtained data, both from interview transcripts and documents. Data analysis involved an interactive technique encompassing collection, condensation, presentation, and conclusion drawing. The research findings emphasize the pivotal role of Human Resources in adopting technology for learning, adjusting the curriculum to meet contemporary demands, and establishing robust collaborations within the local community. Islamic education Human Resources are not merely instructors; They also serve as change leaders, shaping students' characters, upholding religious values, and preparing students to actively engage in a dynamic society.

Keywords: Human Resource; Islamic Education; Civil Society 5.0.

Abstrak

Peningkatan peran teknologi dan kompleksitas perubahan masyarakat telah menghadirkan era baru dalam pendidikan, dikenal sebagai Civil Society 5.0. Penelitian ini bertujuan untuk menggali peran SDM di MTs Darussalam Samarinda dalam menghadapi era Civil Society 5.0. Metode penelitian menggunakan jenis kualitatif-deskriptif dengan sumber data berupa wawancara kepada segenap sumber daya manusia yang ada pada madrasah tersebut. Observasi juga dilaksanakan dengan turun langsung ke lapangan guna meastikan terkait data yang diperoleh baik dalam bentuk keterang wawancara maupun dalam bentuk dokumen. Analisis data menggunakan teknik interaktif yang berupa pengumpulan, kondensasi, penyajian dan penarikan kesimpulan. Hasil penelitian menemukan peran penting SDM dalam mengadopsi teknologi dalam pembelajaran, menyesuaikan kurikulum sesuai tuntutan zaman, serta membangun kolaborasi kuat dengan komunitas lokal. SDM pendidikan Islam bukan hanya pengajar; mereka juga menjadi pemimpin perubahan, membentuk karakter siswa, menjaga nilai-nilai agama, dan menyiapkan siswa untuk aktif berperan dalam masyarakat yang dinamis.

Kata Kunci: Sumber Daya Manusia, Pendidikan Islam, Civil Society 5.0.

INTRODUCTION

Every era, education has become the main foundation in building a civilized, inclusive, and progressive society. Today, we are witnessing a transition into an era often referred to as *Civil Society 5.0* (Widjaja, 2021). This era marks the convergence between social change, technology, and people's aspirations in creating a more empowered, equitable, and connected society.

In the era of *Civil Society 5.0*, the dynamics of social transformation are occurring at an unprecedented rate (Rosa, 2020). The technological revolution is forming a new foundation in human interaction, creating space for broader social inclusion and building limitless networks (Carayannis, Christodoulou, Christodoulou, Chatzichristofis, & Zinonos, 2022) in fighting for human rights, gender equality, and widely recognized pluralism. But in the face of such rapid change, it is important to explore the area of education, especially Islamic education that plays a role in supporting the evolution of today's society. This is where the importance of a deep understanding of how Human Resources (HR) in Islamic education plays a role in adapting to the demands of an increasingly complex and connected era (Yazid, 2021).

Human Resources (HR) in education in the era of *Civil Society 5.0* play a vital role in facing rapid change and taking advantage of emerging opportunities. In this context, educators need to be equipped with qualified technological skills, such as a deep understanding of artificial intelligence and other current technologies (Mahidin, 2023). In addition, they must have strong adaptability to keep up with the changes taking place in society (Daryono & Firmansyah, 2021). The importance of inclusive and equitable education should also be a focus, ensuring that all levels of society have equal access to quality education (Turrahmi & Amra, 2021).

Educators should also encourage collaboration and creativity in learning, both inter-sectoral and inter-institutional, to promote innovation (Daimah & Suparni, 2023). Last but not least, they must be able to shape the character of students based on the values of ethics, sustainability, and justice (Rasmuin & Widiani, 2021). By building resilient and adaptive human resources, education in the era of *Civil Society 5.0* will prepare future generations capable of facing the challenges of modern society with a deep understanding of technology, strong human values, and the ability to continuously innovate for sustainability.

MTs Darussalam Samarinda, as an Islamic educational institution that is in the midst of this change, is an interesting subject to study. This research explores how this institution responds to the challenges and opportunities faced in aligning Islamic education with the era of *Civil Society 5.0*. In this framework, aspects related to the use of technology in learning, the role of character education in the context of digitalization, community involvement, and challenges faced by human resources are the main points that need attention. Through focusing on the case study of MTs Darussalam Samarinda, it is hoped that this research will provide a deeper understanding of how Islamic education and human resources can synergize with the dynamics of change in the era of *Civil Society 5.0*.

In the face of the Civil Society 5.0 era of fast change and digital transformation, the function of human resources (HR) in Islamic education is becoming increasingly important. While various studies have investigated the contributions of human resources in the context of Islamic education, there has been little emphasis on the specific function of human resources in addressing the dynamics of Civil Society 5.0. Previous study has tended to focus on technology factors, frequently missing the human dimension in the context of contemporary Islamic education. As a result, there is a considerable knowledge gap about how human resources may efficiently manage and incorporate Islamic principles into educational curriculum while aligning with the needs and developments of Civil Society 5.0.

This study seeks to address this void by approaching the subject from a holistic standpoint that considers both technology issues and human empowerment in Islamic education in the age of Civil Society 5.0. Thus, the study not only focuses on the role of technology in Islamic education, but it also investigates how human resources can serve as a primary catalyst in responding to and managing the complex changes that are occurring in the era of Civil Society 5.0, thereby adding novelty and relevance to the contemporary context of Islamic education. Thus, this research is not only an analysis of the local situation in this school, but also provides a broader view of the role of Islamic education in building an inclusive, just, and empowered society in this changing era.

METHODS

This study will involve the use of an in-depth qualitative approach to understand the role of Human Resources (HR) in Islamic education in the era of *Civil Society 5.0*, focusing on case studies at MTs Darussalam Samarinda. This qualitative approach was chosen to allow extracting comprehensive and detailed information (Bogdan & Biklen, 1998) about how the school responds to social change, technology, and the role of human resources in facing the dynamics of an increasingly complex era.

Data collection will be carried out through several methods, namely in-depth interviews which are one of the main instruments by involving direct interaction with teaching staff, school management, and students. It aims to explore diverse perceptions, experiences, and viewpoints related to the integration of Islamic education with the era of *Civil Society 5.0*. In addition, direct observation is carried out in the school environment to understand learning practices, the application of technology, and the dynamics of social interaction in it. In addition to interviews and observations, document analysis will also be an important part of data collection. Documents such as school curriculum, education policy, HR development program, as well as other documents will be analyzed to get a more in-depth picture of the approach adopted by MTs Darussalam in facing the changing era.

All collected data will be analyzed with interactive techniques in the form of data collection, data condensation, data presentation and conclusion drawing (Miles, Huberman, & Saldana, 2014). Information obtained from interviews, observations, and document analysis is compiled, grouped, and analyzed to identify patterns, themes, or

emerging trends related to the integration of Islamic education and human resources in the era *Civil Society 5.0*. This approach will provide a deep understanding of how Islamic education in this institution adapts to the demands of the times. The validity and reliability of the data will be carefully observed. Triangulation of data from multiple sources will strengthen the validity of the findings (Taylor, Bogdan, & DeVault, 2016). In addition, periodic reflection with fellow researchers and involving related parties will be carried out to verify interpretations and conclusions drawn from research results.

RESULTS AND DISCUSSION

Research related to human resources in MTs Darussalam Samarinda found several things that became the capital of the institution to face the era *Civil Society 5.0*. Human resources themselves in Islamic education have a crucial role (Azhar, 2022; Febriyenti & Jamilus, 2023). As the findings of this study that human resources in Islamic educational institutions MTs Darussalam Samarinda have a role to face the transformation of the 5.0 era, as found the role of human resources in learning to adopt technology, integrate technology into the curriculum, provide learning to collaborate with local communities and shape the character of students in their daily lives. Application of curriculum with approach *Human-Centered Learning* compiled by all human resources in MTs Darussalam Samarinda is implemented in various ways to provide good learning in the era of *Civil Society 5.0* as an answer to the challenges of the previous industrial revolution 4.0.

The Role of Human Resources in MTs Darussalam Samarinda in the Civil Society 5.0 Era

Human Resources (HR) at MTS Darussalam Samarinda play a central role in the development of education in the era of *Civil Society 5.0*, affirming their position as prime movers in responding to the dynamics of changing times. In the midst of community transformation driven by technological advances, Islamic education human resources at MTS Darussalam Samarinda must strengthen their technological skills. This includes the use of learning tools, digital platforms, and other digital resources to deliver more interesting and interactive subject matter. The integration of technology into learning is crucial to ensure that education remains relevant and can reach students who are increasingly connected to technology (Sukatini, Hasanah, Ningsi, Pratiwi, & Subagia, 2023).

The results showed that reliable and skilled human resources in integrating digital platforms in the learning process play a role. Teachers who are able to utilize various digital platforms as teaching aids are able to increase student engagement and produce a more interactive learning experience. The findings also highlight that improving HR technology competencies, including understanding of AI, is key in improving the effectiveness of the learning process. Teachers who are able to master technology have the ability to create innovative learning content and adapt teaching methods to the latest technological developments (Juhadi & Ritonga, 2023).

The results of this study show that human resources who are able to adopt digital, technology, and AI platforms have a crucial role in the development of education in MTs Darussalam Samarinda in the era of *Civil Society 5.0*. They not only become facilitators of more interesting learning but also become catalysts in creating an educational environment that is responsive to the times (Intiana, Prihartini, Handayani, Mar'i, & Faridi, 2023).

However, the development of education in the era of *Civil Society 5.0* Not only limited to the application of technology. The role of human resources in facilitating the integration of technology with the curriculum is an important factor in the development of education (Grollmann, 2008). Teachers who are skilled not only in the use of technology but also able to align learning content with curriculum needs will help improve the overall quality of education. Madrassas must also review the Islamic education curriculum in order to respond to social, cultural, and economic changes in society. It involves a deep understanding of local and global demands, so that the curriculum that is structured can adapt students' needs to the reality of the surrounding community (Sawari, Muflihin, Warsiyah, & Madrah, 2022). Harmonizing religious values with this change became essential in the educational process.

Curriculum wise, the learning approach chosen by MTs Darussalam Samarinda is *Human-Centered Learning*, where technology is integrated in such a way as to not only provide knowledge about the tool or program, but also consider its impact on human experience and needs (Carayannis, Dezi, Gregori, & Calo, 2022). In this case, collaborative learning methods become key, allowing students to learn actively, collaborate with teachers and fellow students using technology as a tool to stimulate creativity, problem solving, and innovation.

Project-based learning techniques are also becoming an integral part of the curriculum, where technology is not only a medium or aid, but also as a platform for the development of projects that challenge students to think critically (Epçaçan, 2019), collaborate, and design solutions oriented to human needs and experiences. However, no less important is the integration of ethics and humanity in the use of technology. The curriculum not only focuses on technical aspects, but also introduces students to an in-depth understanding of the ethical and humanitarian impact of technology use. By considering the social implications of technology, students are expected to reflect on how technology can be used to improve quality of life and social justice (Huda, Ahid, Tortop, Lestari, & Prasetyo, 2022). With this holistic approach, the role of human resources in constructing the curriculum at MTs Darussalam Samarinda aims to prepare students to face the challenges of the era *Civil Society 5.0* by combining technological prowess with a deep understanding of the human values, collaboration, and ethics essential to creating positive impact in an increasingly connected and technologically complex society.

In addition, active collaboration with local communities is an important aspect in developing education at MTS Darussalam Samarinda. HR needs to build a strong network with the surrounding community (Ivanov & Masterson, 2012), engage them in

education, and harness the potential of local resources. It enables students to understand and apply religious values in the real-life context they experience on a day-to-day basis.

The results also showed a strong collaboration between MTs Darussalam Samarinda and surrounding religious institutions. This collaboration involves local mosques, religious foundations, and religious leaders who provide support in the development of religious curricula, the implementation of religious activities, and learning approaches based on religious values. In addition, collaboration with higher education institutions is also a significant finding in this study. MTs Darussalam Samarinda establishes partnerships with local universities in terms of curriculum development, teacher training, and provision of educational resources and facilities. This kind of cooperation can provide additional access to knowledge resources and open opportunities for teachers and students to engage in scientific activities or the development of specific skills.

The results also highlight the active collaboration of MTs Darussalam Samarinda with other social community institutions. This kind of cooperation includes social programs, community service activities, and participation in projects related to social welfare in the surrounding community. Collaboration with these social institutions can provide greater insight into social reality and enrich learning for students. This kind of collaboration not only expands the school's network, but also provides substantial benefits for students' education, teaching, and learning experiences. In the era of *Civil Society 5.0*, this kind of collaboration is an important capital in improving the quality of education and preparing students to be an active part and involved in the wider community.

While adapting technology, adjusting the curriculum, and collaborating with local communities, Islamic education human resources at MTS Darussalam Samarinda must also be able to maintain the essence of religious values. It involves not only the delivery of knowledge, but also the formation of solid character (Alayda, Sudira, & Mutohari, 2022) in accordance with religious teachings. Innovation in teaching methods is essential to create a learning environment that combines religious values with modern realities, so that students can understand and apply religious teachings in their lives (Sawari et al., 2022).

The role of educators in learning at MTs Darussalam Samarinda as an effort to face the era *Civil Society* which demands diversity, complexity, and rapid change. No more providing learning than just academic knowledge, educators dedicate efforts to building students' strong, ethical, and contributing personalities in society (Anisa & Murniyetti, 2022). With religious education being the inseparable core of all aspects of learning, MTs Darussalam Samarinda teaches religious values in everyday life, not only as an additional curriculum but as a foundation in providing understanding and skills in student education. Through this approach, students not only acquire knowledge, but also learn to apply Islamic religious values in their daily actions and attitudes (Listianah, 2022).

The educator's concept of providing active and collaborative learning assists students in building social and leadership skills. Through team projects, group discussions, and open interactions, students learn how to communicate effectively, work together in teams, and appreciate different points of view. It forms the foundation for inclusive, cooperative, and critical-thinking character (Zurqoni, Arbaeen, & Fauzan, 2019). The institution emphasizes moral values, integrity, and social responsibility. Through extracurricular programs that focus on community service, students learn about the importance of making a positive contribution to the surrounding community (Singh, 2019). This not only shapes responsible characters, but also strengthens their awareness of their important role as ethical members of society.

In the face of the era *Civil Society* The complex, learning approach at MTs Darussalam Samarinda not only leads to academic achievement, but also forms a strong and ethical character. Through the integration of religious values, the development of social skills, and its encouragement of social responsibility, the institution creates an environment that prepares students to be individuals who contribute positively in a diverse and ever-changing society. It's not just about what students learn, but how they develop as ethical, caring, and responsible individuals in living their lives (Huda et al., 2022).

Therefore, human resources at MTS Darussalam Samarinda are not only teachers, but also leaders of change. They play an important role in adapting Islamic education to the development of society and technology in the era of *Civil Society 5.0*. Through technology integration, curriculum adaptation, community engagement, and innovative approaches in teaching methods, these human resources become the main capital in building relevant, adaptive, and meaningful Islamic education for students in this ever-evolving era.

Synergy of Human Resources in Islamic Education in the Civil Society 5.0 Era

Synergy between human resources in Islamic education and the era *Civil Society 5.0* involves a profound evolution in educational approach, thought, and practice. One crucial aspect in this regard is adaptation to technological change. Islamic education human resources must be able to utilize and integrate information technology in the learning process. In this approach, the use of digital platforms, online resources, and educational applications enables religious instruction that is more interactive and appropriate to the needs of students who are increasingly connected to technology. However, keep in mind that the application of technology in religious education is not only about adopting modern tools, but also adapting religious content and values to the changes faced by society (Yazid, 2021).

In addition, human resources in Islamic education must have a deep understanding of the dynamics of modern society. They need to accommodate the complexity of social, cultural, and economic change, so that curricula and teaching methods can be relevant to the needs of diverse societies. This understanding enables

the development of curricula that not only strengthen students' religious identity, but also respond to global and local issues that affect daily life (Sawari et al., 2022).

Community involvement is also a key element in this synergy. Islamic education human resources must ensure that learning does not only take place in the classroom, but also involves students' active participation in community activities, utilizing local resources, and integrating religious values into the surrounding environment. In the framework of *Civil Society 5.0* which emphasizes community involvement, it helps students understand and apply religious values in the context of everyday life (Ivanov & Masterson, 2012).

However, the biggest challenge faced is how to blend traditional values with the context of changing times. Innovation in learning approaches and methods is crucial. Islamic education human resources must create a learning environment that combines religious values with modern realities (Listianah, 2022), creating a deep and integrated understanding between religion and the challenges and dynamics faced in everyday life.

The entirety of this synergy includes mastery of technology, a deep understanding of the dynamics of society, and creativity in learning methods. It is not only concerned with ensuring the continuity of religious values, but also building a relevant and deep understanding of religion in an ever-changing society. Thus, the human resources of Islamic education become agents of change that facilitate the transformation of religious values into modern realities without losing the essence and values upheld.

CONCLUSION

The conclusion of the research on the role of human resources in Islamic education at MTs Darussalam Samarinda *in the era of Civil Society 5.0* highlights the central role of human resources in integrating technology in learning, adjusting the curriculum to the needs of the times, strengthening character education in the midst of changing eras, and building collaboration with local communities to foster social spirit as a form of implementation of Islamic values. HR is not only a teacher, but also a leader of change in creating education that is relevant, adaptive, and has Islamic values for students in this ever-evolving era.

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