Challenges of Early Childhood Education in Era Society 5.0: The Importance of A Teacher's Role

Atin Risnawati[1], Muhammad Permadi[2]
Universitas Islam Kuningan[1,2]
atinrisnawati@gmail.com[1], muhammadpermadina@gmail.com[2]

Abstract

Early Childhood Islamic Education (PAUD) plays an important role in forming the foundation of children's values and character, especially amidst technological advances and changes in the era of Society 5.0. In the context of PAUD, the main challenge faced is how to integrate Islamic values in the learning process that is relevant to technological developments, as well as ensuring comprehensive education for early childhood. The purpose of this article is to explain the importance of the role of teachers and their implementation in early childhood education learning and its relationship to Islamic education in the era of Society 5.0, especially for early childhood. The research approach uses qualitative research with interviews and data analysis methods. Interviews were conducted with preschool teachers and and data sources come from journals and books in the field of early childhood education in early childhood learning. Data collection is carried out by collecting related references, both manually and digitally. After the data is collected, it is then displayed, reduced and constructed so that a new, complete and latest concept emerges. The results of the study show that the role of teachers is very strategic in managing a comprehensive and adaptive learning process to technological developments, in order to produce a generation that is not only intellectually intelligent, but also has good character and strong faith in accordance with Islamic teachings. Therefore, training and improving teacher competence in the digital era is a key factor in creating quality Islamic education in PAUD.
Keywords: Early Childhood Islamic Education, Era Society 5.0, Role of Teachers.

Introduction

Education is the transformation of values from educators to students, both directly and indirectly. Education is also an effort to build, foster, and develop human quality that is carried out in a structured and programmed and sustainable manner. Therefore, education as a learning process must begin early. In Islam, it is explained that childhood, which is often called early childhood, is the age when it is easiest to accept or respond to something, whether through expressions, speech, the five senses, and even experience, so that at this age it is recommended that children are trained with good speech.

Early childhood occurs through life experiences gained since childhood, both in the family, school environment, and in the community environment. The more experiences that have a religious nuance, the more attitudes, actions, behavior and ways of facing life will be in accordance with religious teachings (Darajat, 1996). By introducing religious education from an early age means creating a strong personality based on religion in educating children.3 Because at this age is the most important period for the growth and development of children. So it is necessary to instill religious values from an early age so that the child's Islamic

personality can be formed. Apart from that, it is a period that determines a child's success in the future.

Education has increasingly complex challenges to face, education is faced with technological advances with the rolling of the Industrial Revolution 4.0. Before the hustle and bustle of educational challenges due to the rolling industrial revolution 4.0 had finished, we were surprised by the emergence of society 5.0. According to Andreja, the Industrial Revolution 4.0 and Society 5.0 are real movements towards the development of increasingly sophisticated information and technology(Rojko, 2017). The progress is a challenge for the world of education and all components of society. Therefore, to face the emergence of society 5.0, breakthroughs are needed that are solid in an effort to face the challenges that will be caused by society 5.0.

The presence of Society 5.0 certainly influences the world of education. Trilling & Fadel said that education in the Society 5.0 era of human needs is not enough to only prioritize intellectual aspects. Instead, education must be a means to give birth to students with various other skills, namely: life and career skills, learning and innovation skills, and Information media and technology skills (Mardhiyah et al., 2021).

According to Shinzo Abe in (Puspita et al., 2020). a Japanese prime minister, explained in a World Economic Forum (WEF) article, "in the era of society 5.0, it is no longer about capital, but data that connects and moves everything, helping to fill the gap between the rich and the less fortunate. Education services, from elementary to tertiary level, even reach remote villages. Furthermore, Shinzo Abe said that the concepts of industrial revolution 4.0 and society 5.0 do not have significant differences. Namely, the industrial revolution 4.0 uses artificial intelligence, while society 5.0 focuses on the human component. The concept of society 5.0 is a new innovation in the history of human civilization on earth.

Islamic education as part of the national education system is now facing new challenges as a consequence of the dynamics of the emergence of society 5.0. In facing these challenges, a strategy and the role of educators in early childhood education learning are needed. The role of the teacher is central in various teaching and learning interaction activities. According to (Mulyasa, 2005) there are roles of a teacher, namely as an educator, teacher, mentor, trainer, advisor, innovator, model and role model, person, researcher, creativity motivator, perspective generator, routine worker, storyteller, actor, emancipator, evaluator, preservative and as a culminator.

The role of a teacher according to Ki Hajar Dewantara A teacher as a leader in the class must provide a good example for his students. They must be able to practice the values they teach, such as discipline, hard work, honesty, and tolerance. A teacher must also be able to be a good role model for his students. Even teachers must also be able to exemplify the importance of respecting differences and strengthening cooperation . From this, it is increasingly urgent because the challenges of education in the era of society 5.0 require the world of education, including early childhood education , to develop all aspects of child development and educate by following the developments of the times so that they are ready to continue their education to the next level. The purpose of this article is to explain the

importance of the role of teachers and their implementation in early childhood education learning and its relationship to Islamic education in the era of Society 5.0, especially for early childhood.

Literature Review

First, research conducted by (Rahman, 2019). This study discusses how innovation in early childhood Islamic education can be adapted in the digital era. Rahman explains how digital technology can be utilized in teaching Islamic values to early childhood , as well as the challenges that arise related to unequal access to technology and the potential negative impacts of digital exposure on children's character development. This is very relevant to the discussion of the challenges in integrating technology with Islamic moral values in early childhood education in the Society 5.0 era.

Second, (Hidayat, 2020) This study specifically discusses the challenges faced by early childhood Islamic education in facing the era of Society 5.0. Hidayat highlights various aspects related to changes in the era, such as the very rapid development of technology and how it affects the mindset and values received by children. This study is relevant because it provides insight into the challenges faced in educating children in the digital era, while also providing solutions related to the importance of strengthening Islamic values in early childhood education .

Third, (Yusuf & Putri, 2022) This study examines the challenges and opportunities for early childhood Islamic education in the era of Society 5.0, especially in the context of social change triggered by digitalization and technology. Yusuf and Putri highlight the role of teachers in facing these challenges, as well as how teachers can adapt by using technology to support Islamic education based on moral values and character. This research is very relevant to understanding how the role of teachers in Islamic education can be strengthened through the use of technology, as well as the importance of teacher training and competency development.

These three studies provide a very relevant perspective in discussing the challenges and opportunities of early childhood Islamic education in the digital era, as well as how important the role of teachers is in guiding children to continue to internalize moral and religious values amidst rapid technological developments.

Methods

This study uses a qualitative research with interviews and data analysis methods to understand the challenges of early childhood education in the Society 5.0 era and the role of teachers in dealing with them. Primary data were obtained through interviews with early childhood education teachers, principals, and education experts, while secondary data were collected from relevant academic journals, books, and policy reports. Data collection was carried out through literature analysis from academic sources such as Google Scholar, JSTOR, and education journals, as well as semi-structured interviews that allowed for deeper exploration of teachers' experiences and strategies in integrating technology into learning. The

data obtained were analyzed using the thematic analysis method, which includes data reduction, data presentation in narrative and tabular form, and drawing conclusions to identify patterns, challenges, and solutions that can be applied in early childhood education in the Society 5.0 era.

Result and Discussion

Based on the results of interviews with PAUD teachers and literature analysis, several major challenges faced in early childhood education in the Society 5.0 era were found, as well as the role of teachers in overcoming them. Challenges of PAUD Education in the Society 5.0 Era: From the results of the interviews, the main challenges faced by teachers in PAUD education in this digital era include: Limited access to technology: Teachers in rural areas revealed that not all children have digital devices or adequate internet access, making it difficult to apply technology-based learning methods evenly. And Integration of Islamic values in the use of technology: Teachers in Islamic-based PAUD emphasize the importance of ensuring that technology is not only used for academic learning, but also maintains children's moral values and character.

Childhood Islamic education (PAUD) in the era of Society 5.0 faces major challenges, given the rapid development of technology and deep digitalization. Society 5.0 , which emphasizes the integration between humans and technology through artificial intelligence, robotics, and the Internet of Things (IoT), has had a significant impact on education systems around the world, including Islamic education in early childhood. In this context, challenges and opportunities arise in efforts to integrate Islamic values in early childhood education , without ignoring the increasingly developing role of technology.

Challenges of Early Childhood Islamic Education in the Era of Society 5.0

Nowadays, Islamic education is faced with sophisticated technological advances with the rolling of the Industrial Revolution 4.0. The hustle and bustle of the challenges to Islamic education resulting from that era has not yet ended. The world of Islamic education must be shocked again by the emergence of technological advances in the era of society 5.0. Actually, the Industry 4.0 and Society 5.0 revolutions were born from advances in technology and information. Advances in information technology have become a major challenge for the world of education for its existence. Therefore, Islamic religious education as a main component in the formation of national character needs early preparation. Various sustainable breakthroughs are very necessary for today's world of education.

Society 5.0 is a society that can solve various social challenges and problems by utilizing various innovations born in the era of the industrial revolution 4.0 such as the internet of things, Artificial intelligence and big Data. The goal is none other than to improve the quality of human life. Malik Fadjar in (Zuriah & Rahmandani, 2020) has said that today education is facing complex problems. These problems are: First, how to maintain from the crisis and the achievements that have been obtained are not lost. Second, the world of education has been faced with global problems. According to him, competition is an option,

whether it is regional, national, or international. Third, changes and adjustments to the national education system that support a more democratic education process, paying attention to local cultural diversity. Given that Indonesia has high ethnic, cultural and religious differences.

Islamic education in the era of society 5.0. demands to make educational innovations that are in accordance with the development of the times. Because without such innovation, Islamic education will be left behind. In addition, a teacher, lecturer and education practitioner must be able to develop their learning tools on high-level thinking skills or Higher Order Thinking Skills (HOTS).

Mastuhu stated that some of the challenges faced by today's education world are globalization, complexity, turbulence, dynamics, acceleration, continuity from the ancient to the modern, connectivity, convergence, consolidation, rationalism, global paradox, and the power of thought. Furthermore, Rahim stated that externally the future of Islamic education is influenced by three major issues, namely globalization, democratization, and Islamic liberalism. Daulay mentioned globalization, advances in science and technology, and moral decadence as challenges to Islamic education today and in the future. Meanwhile, Wahid stated that the challenges of Islamic education that must be faced in this global era are stupidity, moral decay, and the loss of Muslim character (Pewangi, 2016). The four experts above differ in identifying the challenges of Islamic education because they use different perspectives. Mastuhu sees it from the perspective of social change, Rahim observes it from a political perspective, Daulay sees it from the perspective of the development of science and technology, and Wahid sees it from an ethical perspective.

Childhood Islamic education aims to instill a strong foundation of religious values in children, through teaching the Qur'an, hadith, and good Islamic morals. However, the main challenge in the Society 5.0 era is how to maintain moral and religious values in an environment influenced by technology and digital media that often do not have filters that are in accordance with Islamic principles. In this case, character-based education integrated with Islamic teachings is very important to ensure that children's cognitive development remains in line with spiritual values.

According to Hidayat (2020) , one of the main challenges faced by early childhood Islamic education is the increasing uncontrolled access to digital information , which has the potential to disrupt the formation of children's character. In the digital era, children are often exposed to content that is not in accordance with Islamic teachings, so the role of parents and teachers becomes increasingly vital in filtering and directing children to stay within the boundaries that are in accordance with religious teachings.

In addition, unequal access to technology is also a major challenge. In many remote or underdeveloped areas, children do not have adequate access to technological devices or stable internet, resulting in disparities in the quality of education. In the context of Islamic education, this is a problem because the use of appropriate technology can help in teaching religious material that is more interesting and interactive (Rahman, 2019). From the discussion of the challenges related to early childhood Islamic education in the Society 5.0 era, the author presents it in the form of a table below:

Table 1. Challenges Related To Early Childhood Islamic Education In The Society 5.0 Era.

No	Challenge	Explanation	Solution
1	Rapid Advancement of Technology	Islamic education faces challenges with technological developments such as IoT, AI, and Big Data which affect children's religious values and character.	Integrating technology into religious learning that is in accordance with Islamic values and children's character.
2	Unfiltered Access to Digital Information	Children are often exposed to content that is not in accordance with Islamic teachings, so they require supervision from teachers and parents.	Implementation of a content filtering system and provision to parents and teachers in monitoring children's access.
3	Inequality of Access to Technology	Unequal access to technology in remote areas causes disparities in the quality of education, including technology-based religious education.	Equalizing access to technology, by providing devices and training for teachers in remote areas.
4	Global Crisis and International Competition	The challenges of globalization and international competition force Islamic education to adapt and be more inclusive of cultural diversity.	Adapting a curriculum that includes universal Islamic values and teaches global skills.
5	Rapid Social Change	Globalization and social change affect Islamic education, which must adapt without sacrificing religious and moral values.	Character-based education that teaches Islamic values as a guideline in facing change.
6	Loss of Character and Morality	Uncontrolled technology has the potential to damage children's morality and character, so Islamic-based character education is very important.	Strengthening character education by instilling Islamic moral values from an early age.
7	Innovation in Islamic Education	Islamic education must innovate by using relevant technology and methods, while still instilling religious values in children.	Developing creative and interactive learning methods, combining technology with religious materials.

This table covers the challenges faced by early childhood Islamic education in the era of Society 5.0, as well as solutions that can be taken to overcome these challenges. By implementing the right solutions, Islamic education can develop well, while maintaining the moral values and character of children.

The Role of Teachers in Early Childhood Education Learning in the Society 5.0 Era

In the midst of technological advances, the role of PAUD teachers in Islamic education is very important. Teachers are not only teachers in terms of knowledge, but also as moral and spiritual guides who can direct children in understanding Islamic values. In the era of Society

5.0 which is full of technology and digital information, teachers in PAUD must have the ability to integrate technology with an Islamic education approach that is in accordance with religious teachings.

One of the important roles of teachers is to utilize technology as a learning tool . For example, the use of digital-based educational applications that can teach children about the stories of the prophets, verses of the Qur'an, or moral values in Islam. However, this needs to be done wisely and accompanied by an understanding that technology must support, not replace, the basic principles of Islamic education which prioritize moral and ethical education (Yusuf & Putri, 2022).

Teachers in PAUD also need to maintain a balance between the use of technology and direct interaction-based learning , which is very important in religious teaching. Direct teaching , such as telling stories about prophets and companions, plays an important role in instilling moral values. Learning that prioritizes direct religious teaching will be more ingrained in children than relying solely on technological aids (Sari & Putra, 2021).

For example, in moral education , teachers can use stories of the Prophet Muhammad SAW and his companions which are taught through interactive methods, either using supporting digital media, or through educational games based on Islamic values. This wise use of technology must maintain the exemplary values and character taught in Islamic teachings.

Developing Educator Competence in Facing the Era of Society 5.0

The challenges in the era of society 5.0 are inevitable, including in Islamic education. According to Abdurahman Assegaf, the flow of globalization is neither an enemy nor a friend of Islamic education, but rather a dynamic force for the machine called Islamic education. If Islamic education takes an anti-global position, it will not be stationary or stuck and Islamic education will experience intellectual shut down or intellectual closure. On the other hand, if Islamic education is dragged by the global current and loses its Islamic identity, it will be crushed.

Therefore, various problems that are challenges for Islamic education in the era of society 5.0 require managers of educational institutions, especially Islamic educational institutions, to conduct nazhar or reflection and re-examine what should be done in anticipating this phenomenon, what educational model needs to be offered in the future, which is likely to be able to prevent or overcome these problems (Muhaimin, 2006). Education must be designed in such a way that allows students to develop their natural and creative potential in an atmosphere full of freedom, togetherness, and responsibility. In addition, education must produce graduates who can understand their society with all the factors that can support achieving success or obstacles that cause failure in community life. One alternative that can be done is to develop education with a global perspective.

According to (Baharudin, 2011) also explained that Islamic education must also pay attention to several other things, including: (1) Improving the quality of human resources, among internal demands and global external challenges, the absolute advantages possessed by students are mastery of science and technology and the quality of human resources (HR); (2)

Preparing a reliable curriculum that is oriented towards the present and the future. This curriculum is expected to create people who have quality abilities and have skills and abilities in life; (3) Adequate facilities and infrastructure. Facilities and infrastructure are important elements that greatly support the smooth running and success of the education process. Therefore, academic facilities and infrastructure are absolutely necessary, whether in the form of libraries, buildings, learning, mosques and so on; (4) Deconstructing methods and management. The methodology and management that we have been using must be changed and built again with a new one, which can bring a new spirit and concept so as to produce the desired goals in accordance with today's modern demands; and (5) Development of prophetic social science. Prophetic social science is a social science which in the development of science is always based on the concept of divinity.

From several challenges in the era of society 5.0 above, the strategy of Islamic education for early childhood in facing the challenges in the era of society 5.0, an educator has a very complex role, including the following: (1) Motivating students' creativity towards the development of science and technology itself where Islamic values are the source of reference; (2) Educating skills in utilizing science and technology products for the welfare of humanity in general and Muslims in particular; (3) Creating a strong bond between religious teachings and science and technology, and a close relationship with scientists who hold the authority of science and technology in their respective fields; and (4) Instilling broad attitudes and insights towards the future life of humanity through the ability to interpret religious teachings from sources that are purely contextual to the future of human life.

It is important for teachers in PAUD to continue to develop their competencies , both in terms of technological skills and in terms of understanding Islamic education for early childhood . Teachers who are competent in both areas will be able to adapt to the changing times without ignoring the basic principles of religion.

Islamic character education that emphasizes morality and faith requires a unique approach. Teachers must be able to understand that religious education at an early age is not only about providing knowledge about religion, but more about how to teach moral and ethical values in accordance with Islamic teachings. In this case, in-depth technology competency-based training needs to be provided to PAUD teachers to effectively introduce digital media in teaching Islamic values (Anwar & Pratama, 2023).

In addition, teachers also need to be trained to be able to identify the impact of digital exposure on child development, as well as teach children to think critically in dealing with information they encounter in cyberspace. With these competencies, teachers will be able to use technology effectively while still paying attention to spiritual and moral education in Islamic education in PAUD.

Conclusion

The conclusion of this literature analysis emphasizes that early childhood Islamic education in the Society 5.0 era faces complex challenges, particularly in integrating technology while maintaining moral and Islamic character values. Although technology offers

great opportunities to enhance educational quality, the risks of uncontrolled exposure to information and the digital divide remain significant obstacles. Therefore, it is crucial for the government and policymakers to ensure equal access to educational technology across Indonesia, especially in remote areas, so that all children can benefit from digital learning without compromising the essence of Islamic values.

As a concrete step, educators need continuous training focused on utilizing technology in Islamic education while prioritizing children's character development. Teacher training curricula should include technological skills as well as methods for integrating Islamic values into digital-based learning. Additionally, policies should support the development of digital learning materials aligned with Islamic education principles and encourage collaboration between schools, the government, and communities to create a conducive learning environment. With this approach, early childhood Islamic education can evolve in line with modern demands without neglecting the fundamental values that form its foundation.

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