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## TRANSFORMATION OF ISLAMIC EDUCATION MANAGEMENT IN THE ERA OF SOCIETY 5.0: RECONSTRUCTION OF ADAPTIVE AND SUSTAINABLE EDUCATIONAL GOVERNANCE

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**Abstract:**

The development of digital technology and the emergence of the Society 5.0 concept have brought significant changes to educational governance, including in Islamic educational institutions. This situation demands a transformation in educational management that integrates technological advances with Islamic values to face the challenges of 21st-century education. This article aims to analyze the transformation of Islamic educational management in the Society 5.0 era and formulate an adaptive and sustainable educational governance model. This study uses a library research method by reviewing various relevant scientific literature related to Society 5.0, digital transformation, educational management, and Islamic education. Data were analyzed using content analysis techniques through the processes of identification, categorization, interpretation, and synthesis of various library sources. The results of the study indicate that the transformation of Islamic educational management requires the integration of digitalization, adaptive leadership, strengthening Islamic values, stakeholder collaboration, and a sustainability orientation. Based on this literature synthesis, this article proposes the Adaptive and Sustainable Islamic Education Management (MPIAB) model as a conceptual framework for Islamic educational governance in the Society 5.0 era. This model emphasizes that the success of educational transformation is determined not only by the use of technology, but also by the ability of educational institutions to maintain a balance between innovation, Islamic values, and organizational sustainability. These findings are expected to provide theoretical contributions to the development of Islamic education management and serve as a practical reference for educational institution managers in navigating the dynamics of the digital society.

**CITATION**

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## INTRODUCTION

The increasingly rapid development of digital technology has brought significant changes to various aspects of human life, including education. The Industrial Revolution 4.0, marked by the integration of digital technology, the internet of things (IoT), big data, and artificial intelligence, has given rise to a new paradigm in the management of educational institutions (Mardina, 2018). In its development, Japan introduced the concept of Society 5.0 as a social order that places humans as the center of innovation by utilizing advanced technology to improve the quality of life and welfare of society (Latifah, 2024a). This concept emphasizes that technology does not only function as an instrument of efficiency, but also as a means to solve various social problems in a humane manner (Manshur & Isroani, 2023).

In the context of education, Society 5.0 demands a transformation in the governance of educational institutions to enable them to adapt to increasingly dynamic environmental changes. Educational institutions can no longer rely solely on conventional administrative and bureaucratic management patterns; instead, they must develop responsive, innovative, and data-driven management systems (Hasanah & Sukri, 2023). This transformation encompasses various aspects, from planning and organizing to implementing and supervising and evaluating educational programs supported by digital technology. Therefore, educational management is required to integrate humanitarian values with technological developments to create effective and sustainable educational governance (Fikri, 2022).

For Islamic educational institutions, the challenges of this transformation are becoming increasingly complex. On the one hand, Islamic educational institutions must be able to keep up with technological developments and the demands of globalization. On the other hand, Islamic educational institutions have a responsibility to maintain their identity, Islamic values, and educational goals oriented towards the formation of perfect human beings. This situation demands a reconstruction of the Islamic educational management paradigm that focuses not only on organizational efficiency but also on

strengthening spiritual, moral, and social values as the primary foundation of educational delivery.

Various studies show that the use of digital technology in education management can increase administrative effectiveness, accelerate decision-making, and expand access to educational services (Mansir & Karim, 2020). However, most studies still focus on the technical aspects of using technology and have not discussed much about how the transformation of Islamic education management can be carried out comprehensively within the framework of Society 5.0. Apart from that, there is still a conceptual gap regarding the Islamic education governance model that is able to integrate modern management principles with Islamic values and sustainability.

Based on these conditions, this article aims to examine the transformation of Islamic education management in the Society 5.0 era and formulate a model for reconstructing adaptive and sustainable educational governance. Through a literature review approach, this article is expected to provide a conceptual contribution to the development of Islamic education management theory and serve as a reference for educational institution managers in facing the challenges of the digital era.

## METHOD

This research uses a library research method with a descriptive-analytical qualitative approach (Murdiyanto, 2020). Literature review was chosen because it allows researchers to examine, analyze, and synthesize various concepts, theories, and research findings relevant to the transformation of Islamic education management in the Society 5.0 era. Data sources in this study consist of various academic literature, including reputable national and international journal articles, books, proceedings, research reports, and policy documents related to Society 5.0, education management, digital transformation, and Islamic education (Murdiyanto, 2020).

Data collection techniques were conducted through a systematic literature search using scientific databases such as Scopus, Google Scholar, Dimensions, and various accredited journals. The literature selected was relevant

publications related to the research topic (Anwar, 2004).

Next, the data was analyzed using content analysis techniques through the stages of identification, categorization, interpretation, and synthesis of various findings obtained from library sources (Anwar, 2004). The analysis was conducted to find patterns, concepts, and theoretical constructions regarding the adaptive and sustainable transformation of Islamic education management in facing the challenges of Society 5.0.

## DISCUSSION

### The Nature of Society 5.0 and Its Implications for Education

The concept of Society 5.0 was first introduced by the Japanese government as a response to the development of the Industrial Revolution 4.0 which is characterized by advances in digital technology, artificial intelligence (AI), the internet of things (IoT), big data, and robotics (Jinan & Hidayat, n.d.). Society 5.0 is a human-centered society concept that utilizes advanced technology to improve the quality of human life and solve various social problems. Unlike the Industrial Revolution 4.0, which emphasized technology and automation, Society 5.0 seeks to position humans as the primary subject in the digital transformation process (Fikriansyah & Trias Andika MS, 2026).

In education, Society 5.0 is driving a paradigm shift from a conventional education system to one that is more flexible, personalized, and technology-based. Education no longer serves merely as a means of transferring knowledge, but also as a vehicle for developing 21st-century skills such as creativity, collaboration, communication, critical thinking, and problem-solving. Therefore, educational institutions are required to develop governance that can accommodate the needs of students in an increasingly complex and dynamic environment.

Another implication is the increasing need for effective education data management. Decision-making in educational institutions now increasingly relies on accurate, real-time data.(Pitriani Muslimin & Fatimah, 2024).

Digital technology enables education administrators to obtain a variety of information

related to teacher performance, student development, program effectiveness, and resource needs more quickly and accurately. Thus, transforming education management is a necessity in facing the challenges of Society 5.0.

### Challenges of Islamic Education Management in the Era of Society 5.0

Digital transformation presents both opportunities and challenges for Islamic educational institutions. One of the main challenges is the digital competency gap among educators and administrators (M. Hadri Hasan, 2024). Not all teachers and education personnel have adequate skills in utilizing digital technology to support management and learning processes (Syaifullah & Fitriasari, 2020). This condition can hinder the process of adapting educational institutions to technological developments (Fadilah, 2019).

Furthermore, Islamic educational institutions also face challenges in maintaining a balance between modernization and the preservation of Islamic values. The use of technology without a strong ethical foundation has the potential to give rise to various problems, such as information misuse, moral degradation, and a reduction in humanistic social interaction (Pramadi, 2020). Therefore, the transformation of Islamic education management should not only be oriented towards aspects of efficiency and effectiveness, but must also pay attention to spiritual and moral dimensions (Sudrajat et al., 2021).

Another challenge relates to changes in leadership patterns and organizational culture. The Society 5.0 era demands that educational leaders be adaptive, visionary, innovative, and collaborative. Centralized and bureaucratic leadership tends to be less effective in dealing with rapid change (Purnomo, 2014).

Instead, a leadership model is needed that fosters participation, creativity, and data-driven decision-making. Furthermore, limited technological infrastructure in some Islamic educational institutions remains a barrier to digital transformation. Differences in geographic location, internet network availability, and institutional funding capabilities contribute to uneven technology implementation. Therefore,

transformation strategies need to consider the context and characteristics of each educational institution.

### **Transformasi Tata Kelola Pendidikan Islam Berbasis Teknologi dan Nilai**

The transformation of Islamic education management in the Society 5.0 era requires the integration of modern technology and Islamic values. Technology should be viewed as an instrument supporting the achievement of Islamic educational goals, not as an end in itself (Sudrajat et al., n.d.). In this perspective, digitalization of administration, educational management information systems, and the use of artificial intelligence need to be directed towards improving the quality of educational services and supporting the formation of students' character (M. Hadri Hasan, 2024).

In the planning aspect, the use of big data and information systems can help educational institutions in developing more targeted programs based on real needs (Abidin et al., 2024). Decision-making is no longer solely based on intuition, but is also supported by comprehensive data analysis. This enables educational institutions to design more effective and sustainable development strategies (Nurdiana & Hamami, 2025).

In terms of organization, technology allows for more efficient coordination between various work units (Manshur & Isroani, n.d.). A digital-based management system can accelerate communication flows, increase transparency, and strengthen organizational accountability. Meanwhile, in terms of monitoring and evaluation, the use of digital dashboards and data-driven monitoring systems enables education administrators to conduct ongoing evaluations of various programs (Latifah, 2024b).

However, this transformation must remain grounded in Islamic values such as trustworthiness, justice, goodness, deliberation, and responsibility. These values serve as the ethical foundation for the use of technology, ensuring that the transformation process does not neglect the human and spiritual dimensions. Therefore, modern Islamic education governance remains oriented toward developing individuals with faith, knowledge, and noble character.

### **Adaptive and Sustainable Islamic Education Management Model in the Society 5.0 Era**

Based on a synthesis of various literature, this article proposes a conceptual model of Adaptive and Sustainable Islamic Education Management (MPIAB) as a framework for Islamic education governance in the Society 5.0 era. This model is built on five main pillars: digitalization, adaptive leadership, strengthening Islamic values, stakeholder collaboration, and sustainability (Fikriansyah & Trias Andika MS, 2026).

The first pillar is digitalization, which includes the use of information technology, data-based management systems, artificial intelligence, and digital platforms to support all educational management functions (Nurdiana & Hamami, 2025). The second pillar is adaptive leadership, namely the ability of leaders to respond to change, manage innovation, and build an organizational culture that is open to learning and transformation.

The third pillar is the strengthening of Islamic values, which serve as a normative foundation in every decision-making process (Rahayu et al., 2025). This pillar ensures that the use of technology remains in line with Islamic ethical principles. The fourth pillar is collaboration, which emphasizes the importance of involving all stakeholders, including teachers, students, parents, the community, and the government, in managing education (Fauzi et al., 2025). Meanwhile, the fifth pillar is sustainability, which is oriented towards the ability of educational institutions to continue to develop and adapt to environmental changes in a sustainable manner.

The MPIAB model demonstrates that the success of transforming Islamic education management is determined not only by the sophistication of the technology used, but also by the quality of leadership, the strength of values, community participation, and a commitment to sustainable educational development. Therefore, Islamic educational institutions need to develop a holistic transformation strategy to face the challenges and capitalize on the opportunities offered by the Society 5.0 era (Alhaqqoh Darwis et al., 2024).

## CONCLUSIONS

The Society 5.0 era presents fundamental changes in educational governance, marked by the increasing role of digital technology in various aspects of life. In the context of Islamic education, these changes demand a management transformation oriented not only toward organizational efficiency but also toward strengthening Islamic and humanitarian values. This transformation includes the digitization of management systems, strengthening human resource capacity, developing adaptive leadership, and implementing data-driven governance.

The study's findings indicate that adaptive and sustainable Islamic education management needs to be built through the integration of technology, innovative leadership, Islamic values, stakeholder collaboration, and a sustainability orientation. The Adaptive and Sustainable Islamic Education Management Model (MPIAB) offered in this article can serve as a conceptual framework for Islamic educational institutions in facing the challenges of Society 5.0. Thus, Islamic education is expected to maintain its identity and core values while transforming into a modern, responsive, and competitive institution in the digital era.

## AUTHOR CONTRIBUTION

**Ahmad Syarifudin:** Planning and drafting the research plan.

**Fikriansyah:** Making improvements and refinements

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