



Educational Transformation in Islamic Higher Education in Response to Global Challenges

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Article Info:

Article history: Received, 31/01/2026, | Revision, 20/02/2026, | Accepted, 01/04/2026, | Vol (4), Issue (1), (Apr, 2026)
e-ISSN 2988-9973 | p-ISSN 2988-6724 | doi: <https://doi.org/10.61233/zijed.v4i1.33>

Abstract:

This study aims to a civilization that is already familiar with information and communication technology (ICT) is known as "society era 5.0." Students must develop a variety of abilities, such as critical thinking, creativity, inventiveness, teamwork, and communication. It is also necessary to strengthen character education, which tries to develop moral qualities (character) that set morals apart as a distinctive value. The method is a qualitative approach with a descriptive strategy to write this article. To do this, primary and secondary data are gathered, and descriptive analysis is performed to describe the facts as they appear both theoretically and empirically. Whereas primary and secondary data can be found in books, journals, articles, papers downloaded from the internet, online newspapers, and other source materials. The goal of this research is to identify the best approach for enhancing students' character education. This study also attempts to explain why character education is so important in the face of society 5.0. Descriptive qualitative methodology is applied, along with literature reviews. The study's findings demonstrate the value of character education in preparing pupils for the future. Information technology is used in character education to help students develop not only morality but also ICT proficiency and the ability to think creatively and innovatively in order to face today's society 5.0.

Keywords:

Information, Technology, Character, Education, Society 5.0.



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INTRODUCTION

The dynamics of the educational revolution have developed rapidly alongside technological advancement, transforming learning systems and methodologies through digital innovation. This transformation has been made possible by the integration of digital technologies that support flexible and accessible learning environments. The rapid evolution of education is closely linked to the growing influence of globalization, which continues to reshape educational practices, structures, and objectives. The determination of the globalization era characterizes this evolution, where educational institutions are required to adapt to technological developments and global demands in order to remain relevant and competitive (Ma et al., 2026).

Furthermore, the emergence of the Industrial Era 5.0 represents a continuation of technological transformation that originated from the Industrial Revolution 4.0. The transition from Industry 4.0 to Industry 5.0 emphasizes the integration of technology with human-centered values, where innovation is designed not only to increase efficiency but also to enhance human well-being.

This determination of globalization is marked by the Industrial Era 5.0, which reflects the evolution of society into a more technologically advanced and human-oriented environment (Aschner Rosselli et al., 2025). Society 5.0 can be conceptualized as a society where all needs are tailored to individual lifestyle expectations, and goods and services are designed with high quality to provide comfort and convenience for all members of society.

In line with this transformation, the digitization of the education system becomes inevitable as educational institutions strive to prepare learners for future challenges. The challenges of the fifth industrial revolution era must be carefully planned and structured to ensure that education keeps pace with technological and societal developments. Educational curriculum projections highlight several key components necessary for addressing these challenges, including character education, the development of critical, creative, and innovative thinking skills, and the effective integration of technology in learning processes. These components are considered essential in preparing students to navigate complex global environments and evolving societal needs (Mahi Uddin et al., 2025).

Moreover, educational taxonomy developed by Krathwol and Anderson categorizes thinking skills into Low Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS), both of which are crucial in modern educational development. The balance between LOTS and HOTS enables students to develop foundational knowledge while also enhancing analytical, evaluative, and creative abilities. This approach aligns with the demands of the Industrial Era 5.0, where learners are expected not only to master knowledge but also to demonstrate adaptability, innovation, and problem-solving skills in technologically advanced environments (Masuwai et al., 2024).

In preparing for the Society 5.0 era, strengthening character education becomes increasingly important. Although technological competence and cognitive abilities are essential, insufficient character education may lead to negative outcomes such as student conflicts, radicalism, and the development of perspectives that do not reflect national values and cultural identity. Various incidents indicate that the lack of character education within educational components contributes significantly to these challenges. Therefore, enhancing character education is necessary to ensure that technological advancement is accompanied by strong moral values, responsible behavior, and culturally grounded perspectives among students (Widiastuti et al., 2025).

METHOD

This study employed a qualitative approach with a descriptive research strategy to comprehensively examine the phenomenon under investigation (Owusu et al., 2025). The qualitative approach was selected because it enables researchers to understand social realities and interpret phenomena based on participants' experiences and contextual conditions (East et al., 2025). Descriptive research was considered appropriate because this study aimed to systematically describe and explain facts, conditions, and events both theoretically and empirically in accordance with the actual situation found in the field (Shelley et al., 2026). Qualitative descriptive studies emphasize the importance of understanding phenomena in natural settings through detailed and contextual interpretation (Williams et al., 2026). The data used in this study consisted of primary and secondary data sources (Villar Pérez & Ferreira Díaz, 2026). Primary data were obtained directly from

observations and field findings related to the implementation of the studied phenomenon, while secondary data were collected from books, scientific journals, articles, conference papers, online newspapers, and other relevant academic documents (Issac et al., 2026). The utilization of both primary and secondary data was intended to strengthen the validity and comprehensiveness of the analysis through data triangulation techniques (Resnick et al., 2026). The integration of various data sources is essential in qualitative research to produce richer, more credible, and accountable findings (Yu et al., 2026).

Data collection in this study was conducted through observation, field observation, and document study (Mashongaika et al., 2026). Observation techniques were used to understand actual conditions and behaviors occurring within the research setting, while field observations enabled the researcher to identify contextual realities related to the object of study more deeply (Phanphairoj et al., 2026). In addition, document studies were carried out by reviewing written materials and scientific references relevant to the research topic in order to support the completeness of the data obtained (Kaya & Kirca, 2026). These techniques allowed the researcher to obtain detailed, contextual, and comprehensive information regarding the phenomenon being investigated (Lee et al., 2026). The data obtained were analyzed using the interactive analysis model developed by Miles and Huberman, which consists of data collection, data reduction, data display, and conclusion drawing or verification (Wittmann et al., 2026). Data reduction was conducted by selecting and simplifying information relevant to the research focus to facilitate the analytical process (Owusu et al., 2025). Data display was used to systematically organize findings so that the relationships between data could be interpreted clearly and comprehensively (East et al., 2025). The final stage involved drawing conclusions and verifying the consistency of the findings to ensure the validity and reliability of the research results (Resnick et al., 2026).

RESULT AND DISCUSSION

a. Moral Instruction

Character education plays a fundamental role in shaping students' moral awareness and guiding them toward becoming individuals who understand and internalize societal values. The primary goal of character education is to help children develop strong moral foundations so they can become normatively aware of values that guide their behavior in social life. Based on this conceptual understanding, significant efforts are required to develop and strengthen character formation among students in order to improve the effectiveness and implementation of character education in educational institutions (Masuwai et al., 2024). This highlights that character education is not only a complementary component of learning but also an essential element in building responsible and ethical future generations.

Furthermore, the successful implementation of character education depends heavily on the role of educators. Teachers are not only expected to possess a solid understanding of relevant scientific and pedagogical concepts but also to translate these concepts into practical and empirical applications in the classroom and school environment. Through consistent and meaningful learning experiences, educators can integrate character values into academic content, classroom interactions,

and extracurricular activities. This integrative approach ensures that character education becomes part of the overall educational process rather than a separate or isolated program (Mahi Uddin et al., 2025). The importance of character education is also reinforced by national educational policies. The National Education System Law No. 20 of 2003 clearly emphasizes that the projection of national education is to develop students who possess intelligence, personality, and noble character (Altynbassov et al., 2024). This policy reflects the national commitment to producing individuals who are not only academically competent but also morally responsible and socially aware. Therefore, character education becomes a strategic instrument in achieving national education goals and strengthening the moral foundation of future generations.

In line with these objectives, the development of intelligent and morally upright individuals remains one of the main priorities of the national education program. This vision reflects the shared hope of all sectors of society to nurture a generation that excels intellectually while maintaining strong ethical values and moral responsibility. As a response to this need, the Ministry of National Education continues to integrate character-based educational concepts into various aspects of education. These efforts aim to shape students' cultural awareness, psychological maturity, emotional intelligence, moral sensitivity, and spiritual intelligence in a balanced and holistic manner (Aschner Rosselli et al., 2025). Moreover, the implementation of character education provides significant benefits for students' overall development. Through well-designed character education programs, students are encouraged to develop intellectual and spiritual intelligence, strengthen moral responsibility, and enhance their ability to think critically, creatively, innovatively, and sustainably. These competencies are essential for preparing students to face complex social challenges and contribute positively to society. Therefore, character education is not only relevant to academic development but also crucial in fostering well-rounded individuals capable of navigating the demands of modern life (Widiastuti et al., 2025). The government launched the Character Education Strengthening movement initiative in 2010 in an attempt to enhance character education itself. The PPK is found in Nawacita's eight points, which include the education sector's character revolution and mental revolution movement (Iqbal et al., 2025). The five character qualities components found in the educational dimension are those that must be promoted, and they are as follows:

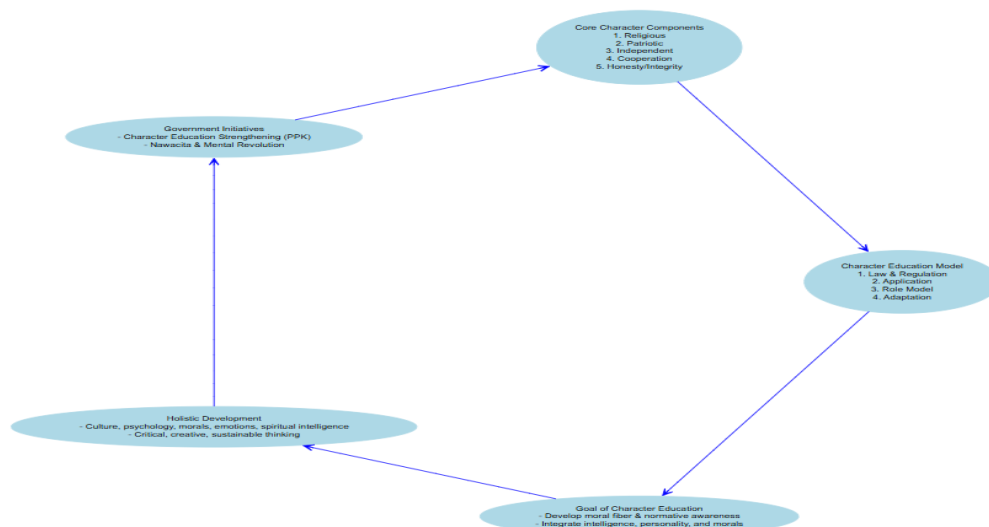


Figure 1. The Cycle of Moral Instruction & Model of Character Education

Religious Character education is imparted through theological elements. Individuals and community groups must base all of their actions on the principles of divinity they believe in and the values of religious teachings (Jaschok & Chan, 2009). Emphasizing religious values over other values in character education manifests itself in the following ways: tolerance across religious communities, acceptance and respect for the plurality that already exists, non-discriminatory love amongst people, and not imposing one's will on others.

Tabel 1. The Religious Character education

Character	Concept	Indicators	Implications in Era 5.0
Patriotic (Nationalism)	Prioritizing national interests over personal interests	Love of homeland, tolerance, mutual respect, appreciation of national culture, Pancasila values	Strengthening soft skills, supporting civilization development in Era 5.0 through Pancasila-based education
Independence	Strong personality without excessive dependence on others	Self-confidence, responsibility, creativity, problem-solving ability, self-reliance	Reducing dependency culture, encouraging productivity and adaptive skills in modern society
Mutual Cooperation	Cooperation in solving problems and building communication	Teamwork, unity, helping each other, consensus decision-making, willingness to sacrifice	Counteracting individualistic behavior and strengthening social cohesion in Era 5.0
Honesty (Integrity)	Basic moral character for trustworthy individuals	Honesty, responsibility, accountability, rule obedience, commitment to truth	Developing credible, reliable, and responsible individuals in professional and academic environments

1) Patriotic

National character values are a manifestation of a style of thinking and doing that prioritizes the demands and interests of the state and country over those of the individual and their social circle. The behavioral patterns of pupils who can appreciate the values of the grandeur of the nation's culture, attitudes of tolerance, mutual respect, and respect and love for the homeland can be used to infer sub-values from the instillation of other nationalist values. The pertinent relationship between Pancasila as a national philosophy and the advancement of the 5.0 era is another significant aspect of the application of nationalist ideas. One of the advancements in soft skills from the civilization of the 5.0 period is the use of Pancasila as a basic national value (Rinaldo, 2010). If the educational process and system are founded on the core principles of Pancasila values, then Pancasila's existence can facilitate the growth of the 5.0 age.

2) Separate

One way to understand the independent character value is as the actions of a tough person who does not value assistance from others. Future implications include having a creative mindset, a sense of accountability, self-assurance, problem-solving skills, and abilities commensurate with one's capabilities (Oladapo et al., 2021). People's lifestyles have drastically changed in the modern day, depending greatly on others for even the smallest things like food, research, typing services, and other necessities. These three instances show that laziness has undoubtedly become more resilient, making it more dependent on other people.

3) Exchange of Mutual Aid

The attitude of cooperation (teamwork) in resolving diverse issues and building communication networks amongst one another is shown in the inculcation of the cooperative

character. The consequences of developing a cooperative mindset include a stronger sense of community, unity, supporting one another, giving consensus-building debate priority, and being prepared to make sacrifices for one another (Ullah & Khatun, 2026). The emergence and paradigm shift of the 5.0 era has caused a change in society's attitudes and behaviors from the previous age, which valued cooperation among members, to the current, more individualistic orientation. In the modern day, individualistic behavior can be understood as a way of living that prioritizes one's own autonomy over the interests of the community in order to foster apathy toward one's surroundings.

4) Honesty

Integrity is a basic quality of character that people must possess to develop into reliable, devoted, credible, and strong persons. People who are instilled with the character value of integrity are supposed to be truth-loving, devoted, honest, and accountable (Aracil, 2019). Individuals with integrity are truth-lovers, accountable, and ready to own up to their faults as well as follow local rules that must be followed. People who are instilled with the character value of integrity are supposed to be truth-loving, devoted, honest, and accountable. Integrity-driven characters and people are unquestionably crucial to the development of the 5.0 era. This is because people with integrity and deep understanding are known to have numerous flaws in the 5.0 era. Integrity-challenged individuals may result from lifestyle choices and the impact of Western styles, which, the author claims, have also undermined the nation's own culture.

b. Model of Character Education

The Model of Character Education emphasizes a comprehensive and collaborative approach supported by educational policies, stakeholder involvement, exemplary leadership, and adaptive discipline practices. Government regulations provide a structured framework that ensures teachers receive professional protection and autonomy in shaping students' moral development. Character education is implemented through shared responsibility among teachers, families, communities, and institutions, allowing students' character formation to occur in both formal and non-formal environments. Teachers serve as role models by integrating cognitive, affective, and psychomotor dimensions while demonstrating strong personal competence and insight. Furthermore, adaptive discipline and consistent enforcement of school regulations from an early age contribute to the development of responsible, ethical, and well-disciplined individuals.

Tabel 2. The Model of Character Education

Aspect	Points	Implications
Education Law / Regulation	Government policies regulate character education from elementary to high school; Teachers must receive protection and professional freedom; Misunderstandings sometimes occur when teachers shape students' character	Strengthens teacher authority and ensures safe, effective character education implementation
Applying Character Education	Character education involves teachers, families, communities, law enforcement, and social institutions; Character formation occurs in formal and non-formal environments	Builds holistic character development and shared responsibility among stakeholders
Role Model	Teachers act as facilitators and role models; Integration of cognitive, affective, and psychomotor domains; Teachers require strong personality competence and broad insight	Promotes effective character formation through exemplary behavior and professional competence
Adaptation	Schools implement discipline and enforce regulations; Consequences applied according to policies; Character formation begins from early education stages	Develops disciplined, responsible, and morally grounded students

1. Education Law/Regulation

From elementary school to high school, the government has released a number of policies pertaining to education. The author does need to make clear, nonetheless, that every teacher must have protection and freedom under educational standards. This is in light of the numerous insignificant events that educators have encountered, leading to the claim that educators have failed to mold pupils' moral character. Human rights reports, for instance, about violent incidents against pupils when the teacher's true motivation is to mold the kids' personalities or characters.

2. Applying Character Education

In the case of character education, everyone is involved in the process of instilling moral values, including teachers, families, communities, law enforcement, and community groups, to name a few. In order to encourage the development of character in each individual, each student's personality or character is shaped not just in a formal setting but also in a non-formal one.

3. Role Model

Instructors are facilitators with complete control over how character education is applied to mold students' personalities. Integrating emotional (attitude), psychomotor (psychological), and cognitive (knowing) values is a skill that educators must possess. In order to comprehend and mold the character of their students, teachers also need to possess a high degree of personality competence and wide insight.

4. Adaptation

In addition to imparting character education, educators must inculcate the ideals of discipline in every student. Apart from enforcing discipline, schools should also forcefully execute regulations and impose consequences in accordance with statutory provisions. The teaching received and the process of shaping students' personalities or characteristics from a young age are among the implications.

CONCLUSION

In order to shape students' personalities and characters, character education is essential. This is especially true as we approach the era of Society 5.0. Character education must be developed through a collaborative method involving educators, parents, and other stakeholders in order to successfully navigate this transformative age. Together, these efforts guarantee that character development is encouraged by a caring community and included into the educational framework. We can expect a number of benefits from adopting comprehensive learning models since they offer a methodical, all-encompassing approach to character education that develops empathy, resilience, and moral behavior. By doing this, we give students the tools they need to succeed in a world that is becoming more complex and interconnected, in addition to the academic information they require.

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