Development of Islamic Religious Education Teachers in the Era of Society 5.0

Adnan Faishol Fahri[1], Mohammad Zakki Azani[2]

[1] Universitas Muhammadiyah Surakarata; adnansenja84@gmail.com
[2] Universitas Muhammadiyah Surakarata; m.zakkiazani@ums.ac.id

ARTICLE INFO

ABSTRACT

The purpose of the research is to be able to provide knowledge for the problem of the Development of Islamic Religious Teachers. The development of Islamic Religious Education Teachers in the Era of Society 5.0 "this research aims to find out the development of Islamic Religious Education teachers in the era of society 5.0 Then to find out what application processes will be carried out by Islamic Religious Education teachers in the 5.0 era. In this research, researchers used qualitative research methods. This research is qualitative because it is conducted to understand the meaning behind a phenomenon that occurs by describing it in the form of words. The main technique in collecting data is literature study, researchers will search for data in accordance with the discussion regarding the development of Islamic religious education teachers in the era of society 5.0. The era of society 5.0 is a revolution from the industrial era 4.0 that we have faced today. Which in the era of society 5.0 has a different concept from the industrial era 4.0. If the industrial era 4.0 makes Ai and artificial intelligence as its main components, while society 5.0 uses Ai and modern technology, it just makes humans the main component. And if the era of society 5.0 is applied in the world of education, then teaching staff or teachers here are the main component. Therefore, professional and qualified teachers are needed in order to produce a quality education world and in line with the era of society 5.0. The development of PAI teachers in facing the era of society 5.0 must also be more significant, because the result or measure of the success of PAI teachers is the formation of "Insān Kāmil" (Plenary Human).

Corresponding Author:
Mohammad Zakki Azani
Universitas Muhammadiyah Surakarata; m.zakkiazani@ums.ac.id

INTRODUCTION

In summary, there are 6 phases in the history of the industrial revolution, namely Revolution 1.0 which was around 1780 and focused on mechanization; Revolution 2.0 in 1870 focused on electrification; Revolution 3.0 in 1970 for automation; Revolution 3.5 in 1980 about globalization; Revolution 4.0 which is happening now is digitalization; and Revolution 5.0 in the future which will focus on personalization. The era of society 5.0 is an era initiated by Japan, because it sees the development of technology that is advancing rapidly (Putra, 2019). The concept of society 5.0 was unveiled on January 21, 2019 and was created as a resolution to the industrial era 4.0. This concept allows us to use modern-based science such as IoT, AI and Robots for human needs with the aim that humans can live comfortably and more effectively. The concept of industry 4.0 and society 5.0 basically has no significant difference, if the industry 4.0 era makes Ai and artificial intelligence as

its main components, while society 5.0 uses Ai and modern technology, only making humans the main component. The concept of Society 5.0 is a refinement of previous concepts. Where as we know, Society 1.0 is when humans are still in the era of hunting and recognize writing, Society 2.0 is an agricultural era where humans are familiar with farming, Society 3.0: has entered the industrial era, namely when humans have started using machines to help with daily activities, Society 4.0: humans are familiar with computers to the internet and Society 5.0 is an era where all technology is part of humans themselves, the internet is not only used to share information but to live life. (Ahmadi & Hamidulloh Ibda, 2020)

In the era of society 5.0, where the main component is humans who are able to create new things from technological developments so as to minimize social and economic inequality in the future. So that the concept of society 5.0 carries the theme of personalization. Although the concept of society 5.0 feels difficult to implement in developing countries such as Indonesia, it is not impossible for Indonesia to implement the concept of society 5.0, such as Japan, which has proven to be the most advanced country in technology. (Nastiti, Faulinda, & Aghni Abdu, 2020)

If you want to implement Era society 5.0, then there must be developments in various key aspects. Such as educational aspects, economic aspects, health aspects and various other aspects that can support the implementation of the era of society 5.0 in Indonesia. (Syarnubi Syarnubi, 2019). Especially in the aspect of education that involves human labor which is the main component in the era of society 5.0, in other words, the world of education must continue to develop in line with the era of society 5.0. The world of education can be said to be a process to foster human personality, skills, self-potential, and spirituality in order to lead individuals to goals and ideals to obtain a happy life. As stated in the Basic Law Number 20 of 2003 where Education is a planned basic effort to develop the potential of students. (Sukarno, 2020). In this case, especially schools and teaching staff need to implement a curriculum that has been adjusted by the government. This curriculum will later become a reference so that the teaching and learning process can run effectively, so there needs to be more research from the ranks of the government, especially the Minister of Education, Research and Technology and its members. (Anam, 2021)

Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Anwar Makarim also appreciated the performance of the State Civil Apparatus (ASN) within the ministry for their hard work in presenting new breakthroughs to produce a more advanced quality of education. One of these breakthroughs is the launch of the Merdeka Belajar platform, which combines learning and teaching services into one, making the teaching staff and students closer together. (Hendriyanto, n.d.) Through this transformation, it turned out to have a real impact on the world of education. "That currently more than 1.6 million teachers have used the Merdeka Belajar platform which opens access to self-development, to the formation of more than 3,500 learning communities for teachers, and also the collection of more than 55 thousand independent learning content" (Nadiem Makariem).

Thus the need for professional educators to face various challenges in the era of society 5.0 (Muralin, n.d.). "To face the era of society 5.0, education units also need a paradigm shift in education. (Syarnubi, 2022). Among them, educators minimize their role as learning material providers, educators become inspirers for the growth of students' creativity. Educators act as facilitators, tutors, inspirers and true learners who motivate students to Merdeka Belajar." said Dwi Nurani, S.KM, M.Si, Education Curriculum Implementation Analyst for the Directorate of Primary Schools when he gave a national seminar "Preparing Professional Education in the Era of Society" on Wednesday, February 03, 2021.

RESEARCH METHODS

Every research must use a method, therefore in this research the researcher uses qualitative research methods. This research is qualitative because it is conducted to understand the meaning behind a phenomenon that occurs by describing it in the form of words. (Taquette & Minayo, 2017). Qualitative research is conducted in order to obtain a clear understanding of what is being studied. By using the literature study data collection technique, researchers will trace the data in accordance

with the discussion regarding the development of Islamic religious education teachers in the era of society 5.0. Data is obtained from various books, literature, documents, journals, articles and information from print media and other electronic media that are relevant in the problems observed. After that the data is collected, selected and grouped, then discussion and analysis will be carried out. Data analysis in this library research is content analysis, which is research that is an in-depth discussion of the content of written or printed information in print or online media.

According to Creswell, John. W. (2014; 40) states that literature review is a written summary of articles from journals, books, and other documents that describe theories and information both past and present organizing the literature into the topics and documents needed. The literature study method is a series of activities related to library data collection methods, reading and recording, and processing research materials (Zed, 2008: 3).

RESEARCH RESULTS AND DISCUSSION

1. Islamic Religious Education Teacher

The world of education, especially Islamic religious education, plays an important role in the formation of character and spiritual soul. (Ballanie, Dewi, & Syarnubi Syarnubi, 2023). So it is very necessary for professional Islamic Religious Education (PAI) teaching staff. Professional teachers are the demands of all parties to realize the ideals, hopes and ideals of national education formulated in the 1945 Constitution, in Law number 20 of 2003 concerning the national education system, in Law number 14 of 2005 concerning Teachers and Lecturers. (Zamroni, 2000). At the normative or idealistic level, the figure of PAI teachers and the figure of non PAI teachers have very fundamental differences that have implications for differences in requirements or criteria as professional teachers. This means that the requirements, consequences and criteria of professional PAI teachers have significant differences with professional non PAI teachers.

Improving the capacity and welfare of educators is one of the main concerns of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in Merdeka Belajar policy. Professional teachers play an important role in the knowledge transfer process, both in terms of competence and the character of students. (Usman, 1994).

"Professional teachers with superior competence are the key to the implementation of quality education. The availability and welfare of professional teachers is the duty of the government," said the Minister when delivering a virtual speech at the 2021 National Coordination Meeting (Rakornas) on Personnel, Thursday (1/7). Furthermore, the Minister explained that with the current curriculum standards, Indonesia needs more than 2.2 million teachers. However, there are only around 1.3 million state civil apparatus (ASN) teachers consisting of civil servants (PNS) and government employees with work agreements (PPPK).

"Thus, we still lack around 900 thousand ASN teachers in public schools, even if we take into account the number of ASN teachers retiring this year, we need more than 1 million teachers," explained Minister Nadiem.

PAI teachers are required to have five competencies consisting of personality competence, social competence, pedagogical competence, professional competence and spiritual competence. (Hairuddin Cikaa, 2020). The four competencies must be known, understood and implemented by teachers in carrying out their duties and functions so that teachers can still be said to be professional educators. 1). Pedagogical competence is a set of knowledge and skills related to the learning process. 2) Personality competence is a set of personal qualities that support the quality of learning; 3) Social competence is a set of knowledge and skills related to communication with others to succeed the learning process; 4) Professional competence is a set of abilities and skills possessed through the educational process so that it is expected to be able to realize the ideal teaching profession; 5) Spiritual competence is the ability and skills of a teacher in instilling and developing intellectual, emotional and spiritual values to students. To be a professional PAI teacher, a teacher must have these five competencies.(Syarnubi, 2019)

2. Era Society 5.0

In summary, there are 6 phases in the history of the industrial revolution, namely Revolution 1.0 which was around 1780 and focused on mechanization; Revolution 2.0 in 1870 focused on

electrification; Revolution 3.0 in 1970 for automation; Revolution 3.5 in 1980 about globalization; Revolution 4.0 which is happening now is digitalization; and Revolution 5.0 in the future which will focus on personalization. (Fonna, 2019).

The era of society 5.0 is an era initiated by Japan, because it sees the development of technology that is advancing rapidly. The concept of society 5.0 was unveiled on January 21, 2019 and was created as a resolution to the industrial era 4.0. This concept allows us to use modern-based science such as IoT, AI and Robots for human needs with the aim that humans can live comfortably and more effectively. (Faruqi, 2019). The concept of industry 4.0 and society 5.0 basically does not have a significant difference, if the industry 4.0 era makes Ai and artificial intelligence as its main components, while society 5.0 uses Ai and modern technology, only making humans the main component. The concept of Society 5.0 is a refinement of previously existing concepts (Renata & Salsabila, 2022). Where as we know, Society 1.0 is when humans are still in the era of hunting and recognize writing, Society 2.0 is an agricultural era where humans are familiar with farming, Society 3.0: has entered the industrial era, namely when humans have started using machines to help with their daily activities, Society 4.0: humans are familiar with computers to the internet and Society 5.0 an era where all technology is part of humanity itself, the internet is not only used to share information but to live life. (Skobelev & Borovik, 2017)

In the era of society 5.0, where the main component is humans who are able to create new things from technological developments so as to minimize social and economic inequality in the future. So that the concept of society 5.0 carries the theme of personalization. Although the concept of society 5.0 feels difficult to implement in developing countries such as Indonesia, it is not impossible for Indonesia to implement the concept of society 5.0, like Japan, which has proven to be the most advanced country in technology.

According to Hayashi with Society 5.0, Japan is trying to; "create new values by collaborating and cooperating with several different systems, and planning for the standardization of data formats, models, system architectures, etc. And the development of necessary human resources (Ayuningtyas, 2023).

Serpa (2018) says that Society 5.0 proposes to "advance the potential of the individual's relationship with technology to drive improvements in everyone's quality of life through a super smart society" (Ferreira & Serpa, 2019). For the purpose of realizing Society 5.0, according to Keidanren (Japan Business Federation, 2016, p. 14, in Serpa, 2018), a number of mechanism elements are needed in the government of each country, namely; (Setiawati, 2021)

>> Formulation of national strategy and integration of government communication system.
>> Development of legislation towards the application of the latest technology.
>> Formation of a knowledge base.
>> Dynamic involvement of all citizens in the new economy and society.
>> Integration of technology and society is essential.

3. Perkembangan Guru PAI Pada Era Society 5.0

We know that professional teachers with excellent competencies are the key to quality education. The availability and guarantee of professional teacher welfare is the duty of the government. So professional teachers, especially PAI teachers, must participate in supporting government programs in order to advance education in Indonesia to face the era of society 5.0.(Gularso, 2021).

The era of society 5.0 is a revolution of the industrial era 4.0 that we have faced today. Which in the era of society 5.0 has a different concept from the industrial era 4.0. If the industrial era 4.0 makes Ai and artificial intelligence as its main components, while society 5.0 uses Ai and modern technology, it just makes humans the main component. And if the era of society 5.0 is applied in the world of education, then teaching staff or teachers here are the main component. Therefore, professional and qualified teachers are needed in order to produce a quality education world and in line with the era of society 5.0. (Bahri, 2022)

The development of PAI teachers in facing the era of society 5.0 must also be more significant than other teachers, because the result or measure of the success of PAI teachers is the formation of

"Insān Kāmil" (Plenary Human) with the following indicators: being a servant of Allah, being a caliph, being a mercy to the universe, being uswah hasanah, and for the welfare of life. (Humas Widya Mataram, n.d.). So it can be concluded here that PAI teachers play a very important role in creating quality human resources that will be the main component in the era of society 5.0. Therefore, transformation is very urgent for PAI teachers, which previously in the Industry 4.0 Era had different concepts with the Era Society5.0. (Haqqi & Wijayati, 2019).

A. Malik Fadjar stated that there are three tough challenges currently being faced: First, how to defend against crisis attacks and what we have achieved should not be lost. Second, we are in a global atmosphere in the field of education. According to him, competition is an inevitability, both on a regional, national and international scale. Third, make changes and adjustments to the national education system that support a more democratic education process, pay attention to the diversity of regional needs or conditions and students and encourage increased community participation. (Hendriyanto, n.d.). In addition, the challenge faced by Islamic education in facing the era of society 5.0 is the unavailability of adequate resources in the world of education such as teachers, lecturers and other education personnel. (Putra, 2019). (Hendriyanto, n.d.)

In facing the challenges that will be faced. In addition, PAI teachers must also have key abilities. The three main abilities include

a. Ability to solve problems. The problem-solving process certainly requires the right strategy to solve the problem or problem at hand. Problem Solving Strategy is a process of using certain strategies, ways, or techniques to deal with new situations, so that the situation can be passed in accordance with the wishes that have been set. (Raharja, 2019)

b. The ability to be able to think critically. The way of thinking that must always be introduced and familiarized is the way of thinking to adapt in the future, namely analytical, critical, and creative. This way of thinking is called higher order thinking skills (HOTS). (Djumadi, 2021). HOTS-style thinking is not mediocre thinking, but complex, multilevel, and systematic thinking. (Islamiaty, Syarnubi, 2020).

c. Ability to be creative. Creativity can be defined as the ability to think about something in a new and unusual way and produce unique solutions to various problems. Creative people will be able to think independently, have imagination, be able to make decisions so that they will have confidence and they are not easily influenced by others. (Meika & Sujana, 2017). So the result of this research is that PAI teachers in facing the challenges of the era of society 5.0 in educating students must have these three main abilities. (Muralin, n.d.)

CONCLUSION

Based on the results of the literature study that the researchers conducted, the researchers concluded that the era of society 5.0 is a revolution of the industrial era 4.0 that we are currently facing. Which in the era of society 5.0 has a different concept from the industrial era 4.0. If the industrial era 4.0 makes Ai and artificial intelligence its main components, while society 5.0 uses Ai and modern technology, it just makes humans the main component. And if the era of society 5.0 is applied in the world of education, then teaching staff or teachers here are the main component. Professional teachers with superior competence are the key to the implementation of quality education. The availability and guarantee of professional teacher welfare is the duty of the government,

PAI teachers are required to have five competencies consisting of personality competence, social competence, pedagogical competence, professional competence and spiritual competence. The four competencies must be known, understood and implemented by teachers in carrying out their duties and functions so that teachers can still be said to be professional educators. 1). Pedagogical competence is a set of knowledge and skills related to the learning process. 2) Personality competence is a set of personal qualities that support the quality of learning; 3) Social competence is a set of knowledge and skills related to communication with others to succeed in the learning process; 4) Professional competence is a set of abilities and skills possessed through the education process so that it is expected to be able to realize the ideal teaching profession; 5) Spiritual

competence is the ability and skills of a teacher in instilling and developing intellectual, emotional and spiritual values to students.

REFERENCES

Ahmadi, F., & Hamidulloh Ibda. (2020). *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0*. Semarang: CV Pilar nusantara.

Anam, N. (2021). Manajemen Kurikulum Pembelajaran PAI. *Ta'lim Diniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, *1*(2), 129–143.

Alimron, A., Syarnubi, S., & Maryamah, M. (2023). Character Education Model in Islamic Higher Education. *AL-ISHLAH: Jurnal Pendidikan*, *15*(3), 3334-3345.

Ali, M., & Syarnubi, S. (2020). Dampak Sertifikasi Terhadap Kompetensi Pedagodik Guru (Studi Pemetaan (PK) GPAI On-Line Tingkat SMA/SMK Provinsi Sumatera Selatan. *Tadrib*, *6*(2), 141-158.

Arisca, L., Karoma, K., Syarifuddin, A., & Syarnubi, S. (2020). Pengaruh Kompetensi Kepribadian Guru PAI Terhadap Kecerdasan Emosional Siswa di SMP Negeri 06 Palembang. *Jurnal PAI Raden Fatah*, *2*(3), 295-308.

Ayuningtyas, A. A. (2023). Penerapan Internet of Things (IoT) Dalam Upaya Mewujudkan Perpustakaan Digital Di Era Society 5.0. *Jurnal Ilmu Perpustakaan*, *11*(1), 29–36.

Bahri, S. (2022). Konsep Pembelajaran Pendidikan Agama Islam Di Era Society 5.0. *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam*, *6*(2), 133–145.

Ballanie, N., Dewi, M., & Syarnubi Syarnubi. (2023). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. *Prosiding Seminar Nasional*, *1*(1).

Ballianie, N., Dewi, M., & Syarnubi, S. (2023, August). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. In Prosiding Seminar Nasional 2023 (Vol. 1, No. 1, pp. 44-52).

Djumadi. (2021). *Integrasi HOTS Dalam Pembelajaran Digital Di Era Society 5.0*. Surakarta: Seminar Nasional Daring Pendidikan dan Saintek.

Faruqi, U. (2019). Future Srvice in Indutry 5.0. *Sistem Cerdas*, *2*(1).

Ferreira, C. M., & Serpa, S. (2019). What is Society 5.0. *Digital Society and Social Dynamics*, *21*.

Fonna, N. (2019). *Pengembangan revolusi industri 4.0 dalam berbagai bidang*. Guepedia.

Fauzi, M., Andriani, H., & Syarnubi, S. (2023, August). Budaya Belajar Santri Berprestasi di Pondok Pesantren. In *Prosiding Seminar Nasional 2023* (Vol. 1, No. 1, pp. 140-147).

Febriyanti, E., Ismail, F., & Syarnubi, S. (2022). Penanaman Karakter Peduli Sosial di SMP Negeri 10 Palembang. *Jurnal PAI Raden Fatah*, *4*(1), 39-51.

Fitriyani, E. D., Mansur, A., & Syarnubi, S. (2020). MODEL PEMBELAJARAN PESANTREN DALAM MEMBINA MORALITAS SANTRI DI PONDOK PESANTREN SABILUL HASANAH BANYUASIN. *Jurnal PAI Raden Fatah*, *2*(1), 103-116.

Gularso, D. (2021). Pendidikan Komunitas Untuk Masa Depan Indonesia Di Era Society 5.0 Dan Revolusi Industri 4.0. *Jurnal Berdaya Mandiri*, *3*(1).

Hairuddin Cikaa. (2020). *Peranan Kompetensi Guru Pendidikan Agama Islam (PAI) Dalam Meningkatkan Interaksi Pembelajarandi Sekolah*. *3*(1). Retrieved from file:///C:/Users/uSer/Downloads/45-Article Text-121-1-10-20200518.pdf

Haqqi, H., & Wijayati, H. (2019). *Revolusi industri 4.0 di tengah society 5.0: sebuah integrasi ruang, terobosan teknologi, dan transformasi kehidupan di era disruptif*. Anak Hebat Indonesia.

Hendriyanto. (n.d.). Tantangan Dan Terobosan Pendidikan Di Era Digitalisasi." Ditpsd.Kemdikbud.Go.Id. Last modified 2021. Retrieved from Accessed November 20, 2021 website: https://ditpsd.kemdikbud.go.id/public/art ikel/detail/tantangan-dan-terobosanpendidikan-di-era-digitalisasi

Humas Widya Mataram. (n.d.). Menghadapi Era Society 5.0, Perguruan Tinggi Harus Ambil Peran.

Hawi, A., & Syarnubi, S. (2018). Remaja Pecandu Narkoba: Studi tentang Rehabilitasi Integratif di Panti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang. Tadrib, 4(1), 99-119.

Hartati, J., Achadi, W., Syarnubi, S., & Naufa, M. M. (2022). Hubungan Prokrastinasi dan Dukungan

Sosial Teman Sebaya Pada Mahasiswa Pendidikan Agama Islam FITK UIN Raden Patah Palembang. Al-Mada: Jurnal Agama, Sosial, dan Budaya, 5(4), 608-618.

Harto, K., & Syarnubi, S. (2018). Model pengembangan pembelajaran pai berbasis living values education (lve). Tadrib, 4(1), 1-20.

Islamiaty, I., Karoma, K., Mardeli, M., Sukirman, S., & Syarnubi, S. (2020). Pengaruh Pemberian Soal Berbasis Higher Order Thinking Skills (HOTS) Terhadap Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Akidah Akhlak di MAN 2 Palembang. *Jurnal PAI Raden Fatah*, 2(4), 397–413.

Malta, M., Syarnubi, S., & Sukirman, S. (2022). Konsep Pendidikan Anak dalam Keluarga Menurut Ibrahim Amini. *Jurnal PAI Raden Fatah*, 4(2), 140-151.

Martina, M., Khodijah, N., & Syarnubi, S. (2019). Pengaruh lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran pendidikan Agama Islam Di SMP Negeri 9 Tulung Selapan Kabupaten OKI. *Jurnal PAI Raden Fatah*, 1(2), 164-180.

Misyuraidah, M., & Syarnubi, S. (2017). Gelar Adat dalam Upacara Perkawinan Adat Masyarakat Komering di Sukarami Ogan Komering Ilir Sumatera Selatan. *Intizar*, 23(2), 241-260. https://doi.org/https://doi.org/10.19109/intizar.v23i2.2239

Meika, I., & Sujana, A. (2017). Kemampuan berpikir kreatif dan pemecahan masalah matematis siswa SMA. *JPPM (Jurnal Penelitian Dan Pembelajaran Matematika)*, 10(2).

Muralin, H. (n.d.). *Tantangan Guru Pendidikan Agama Islam Pada Era Society 5.0*. Retrieved from file:///C:/Users/uSer/Downloads/3344-7776-1-PB.pdf

Nastiti, Faulinda, & Aghni Abdu. (2020). Kajian: Kesiapan Pendidikan Indonesia Menghadapi Era Society 5.0. *Edcomtech Jurnal Kajian Teknologi Pendidikan*, 5(1), hlm. 61-66.

Nurrahman, N., Oviyanti, F., & Syarnubi, S. (2021). Hubungan Antara Kegiatan Ekstrakurikuler dengan Keaktifan Siswa dalam Berdiskusi di Sekolah Menengah Pertama Muhammadiyah 4 Palembang. *Jurnal PAI Raden Fatah*, 3(2), 166-175.

Putra, P. H. (2019). Tantangan pendidikan islam dalam menghadapi society 5.0. *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 19(02), 99–110.

Raharja, H. Y. (2019). Relevansi pancasila era industry 4.0 dan society 5.0 di pendidikan tinggi vokasi. *Journal Of Digital Education, Communication, And Arts (Deca)*, 2(1), 11–20.

Renata, S., & Salsabila, T. S. (2022). Penerapan Dasar Society 5.0 Di Bidang Pendidikan (Implementation Of Society 5.0 In Education). *Diakses Dari: Https://Www. Researchgate. Net/Publication/363049924_Penerapan_Dasar_Society_50_Di_Bidang_Pendidikan_Implementation_ Of_Society_50_In_Education*.

Setiawati, R. (2021). Peran Digital Banking Dalam Meningkatkan Pelayanan Kepada Masyarakat Di Era Society 5.0. *Peran Digital Banking Dalam Meningkatkan Pelayanan Kepada Masyarakat Di Era Society 5.0*.

Skobelev, P. O., & Borovik, S. Y. (2017). On the way from Industry 4.0 to Industry 5.0: From digital manufacturing to digital society. *Industry 4.0*, 2(6), 307–311.

Sukarno, M. (2020). Penguatan pendidikan karakter dalam era masyarakat 5.0. *Prosiding Seminar Nasional Milleneial 5.0 Fakultas Psikologi Umby*.

Sari, E. I., Sukardi, I., & Syarnubi, S. (2020). Hubungan Antara Pemanfaatan Internet Sebagai Media Pembelajaran dengan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di Madrasah Tsanawiyah Negeri 1 Palembang. *Jurnal PAI Raden Fatah*, 2(2), 202-216.

Sukirman, S., Baiti, M., & Syarnubi, S. (2023). Konsep Pendidikan menurut Al-Ghazali. *Jurnal PAI Raden Fatah*, 5(3), 449-466.

Sukirman, S., Baiti, M., & Syarnubi, S. (2023). Pendidikan Agama Islam dan Isu Kekerasan dalam Hak Asasi Manusia. *Jurnal PAI Raden Fatah*, 5(2), 433-448.

Sutarmizi, S., & Syarnubi, S. (2022). Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun PAI di MTs. Mu'alliminislamiyah Kabupaten Musi Banyuasin. *Tadrib*, 8(1), 56-74.

Syarnubi, S., Alimron, A., & Muhammad, F. (2022). Model Pendidikan Karakter di Perguruan Tinggi. *Palembang: CV. Insan Cendekia Palembang*.

Syarnubi, S. (2023). HAKIKAT EVALUASI DALAM PENDIDIKAN ISLAM. *Jurnal PAI Raden*

Fatah, *5*(2), 468-486.

Syarnubi, S. (2019). Profesionalisme Guru Pendidikan Agama Islam dalam Membentuk Religiusitas Siswa Kelas IV di SDN 2 Pengarayan. *Tadrib*, *5*(1), 87-103.

Syarnubi, S. (2019). Guru yang bermoral dalam konteks sosial, budaya, ekonomi, hukum dan agama (Kajian terhadap UU No 14 Tahun 2005 Tentang Guru Dan Dosen). *Jurnal PAI Raden Fatah*, *1*(1), 21-40.

Syarnubi, S., Syarifuddin, A., & Sukirman, S. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. *AL-ISHLAH: Jurnal Pendidikan*, *15*(4).

Syarnubi, S. (2020). Pendidikan Karakter pada Madrasah Aliyah Negeri 3 Palembang. *PhD diss., UIN Reden Fatah Palembang*.

Syarnubi, S. (2016). Manajemen Konflik Dalam Pendidikan Islam dan Problematikanya: Studi Kasus di Fakultas Dakwah UIN-SUKA Yogyakarta. *Tadrib*, *2*(1), 151-178.

Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, I. (2023, August). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. In *Prosiding Seminar Nasional 2023* (Vol. 1, No. 1, pp. 112-117).

Syarnubi, S. (2022). Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, *4*(4), 375-395.

Taquette, S. R., & Minayo, M. C. (2017). An Analysis of Articles on Qualitative Studies Conducted by Doctors Published in Scientific Journals in Brazil between 2004and 2013. *Physis: Revista de Saúde Coletiva*, *27*.

Usman, M. . (1994). *Menjadi Guru Professional*. Bandung: Remaja Rosdakarya.

Wulandari, Y., Misdar, M., & Syarnubi, S. (2021). Efektifitas Peningkatan Kesadaran Beribadah Siswa MTs 1 Al-Furqon Pampangan Kecamatan Pampangan Kabupaten Ogan Komering Ilir. *Jurnal PAI Raden Fatah*, *3*(4), 405-418.

Yanti, S. H., Hawi, A., & Syarnubi, S. (2021). Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas. *Jurnal PAI Raden Fatah*, *3*(1), 55-65.

Zamroni. (2000). *UU No 14 tahun 2005 tentang guru dan dosen*.