

# Revolution of Islamic Education Thought in the Era of Society 5.0: Correction and Review of Field Studies

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## Abstract

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### Keywords:

Revolution;  
Islamic Education;  
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This research aims to explore the revolution of Islamic education thinking in the era of Society 5.0 with a focus on the integration of religious values with technology at UIN Antasari Banjarmasin. The research method used is qualitative with in-depth interviews with lecturers and direct observation of teaching practices on campus. The results showed that lecturers at UIN Antasari Banjarmasin are actively involved in efforts to integrate religious values with technology-based teaching methods, creating an educational environment that is responsive to the demands of the Society 5.0 era. This research provides a scientific contribution by confirming the importance of this integration in shaping a balanced and relevant Islamic education during rapid technological development. However, there are limitations to the study, including limited generalizability and the need for further research with a quantitative approach to gain a more in-depth and comprehensive understanding. Future research could involve a wider sample and contextual variations to test the validity of the findings. In addition, a quantitative approach could provide a more robust statistical analysis to support the qualitative findings. Thus, the results of this study provide a basis for further development in exploring the role of integrating religious values with technology in improving the quality of Islamic education in the era of Society 5.0.

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## Abstrak

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Kata kunci:  
Revolusi;  
Pendidikan Islam;  
Era 5.0

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Penelitian ini bertujuan untuk mendalami revolusi pemikiran pendidikan Islam di era Society 5.0 dengan fokus pada integrasi nilai agama dengan teknologi di lingkungan UIN Antasari Banjarmasin. Metode penelitian yang digunakan adalah kualitatif dengan wawancara mendalam terhadap dosen dan observasi langsung terhadap praktik pengajaran di kampus. Hasil penelitian menunjukkan bahwa dosen di UIN Antasari Banjarmasin secara aktif terlibat dalam upaya mengintegrasikan nilai-nilai agama dengan metode pengajaran berbasis teknologi, menciptakan lingkungan pendidikan yang responsif terhadap tuntutan era Society 5.0. Penelitian ini memberikan sumbangan keilmuan dengan mengkonfirmasi pentingnya integrasi ini dalam membentuk pendidikan Islam yang seimbang dan relevan di tengah perkembangan teknologi yang pesat. Meskipun demikian, ditemukan keterbatasan penelitian, termasuk terbatasnya generalisasi dan perlunya penelitian lanjutan dengan pendekatan kuantitatif untuk mendapatkan pemahaman yang lebih mendalam dan komprehensif. Penelitian mendatang dapat melibatkan sampel yang lebih luas dan variasi kontekstual untuk menguji validitas temuan. Selain itu, pendekatan kuantitatif dapat memberikan analisis statistik yang lebih kuat untuk mendukung temuan kualitatif. Dengan demikian, hasil penelitian ini memberikan dasar bagi pengembangan lebih lanjut dalam menggali peran integrasi nilai agama dengan teknologi dalam meningkatkan kualitas pendidikan Islam di era Society 5.0.

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## INTRODUCTION

Education is the main pillar in the formation of a quality society, especially in the context of Islamic education (Abraham B. Nomleni, Maria M. Sakunab, Fransiskus Moda, Gaudensius Djuang, & Apryanus Fallo, 2023). In the era of Society 5.0, where digital transformation and societal changes are rapid, Islamic education faces significant challenges (Hamzah, Ahmad, Hamzah, Purwati, & Mutia, 2023; Suhendra, Rosidah, & Harefa, 2024). The increasing complexity of these challenges represents the urgency to understand more deeply how Islamic education can continue to be relevant and make a positive contribution in the context of an increasingly modern society (Abrori & Hadi, 2020).

Islamic education faces increasingly complex challenges in the era of Society 5.0, where technology and societal transformation have a significant impact. These challenges are reflected in Aziz (2022) research, which highlights issues such as inadequate human resources, an educational orientation focused on cognitive development, and the centralized nature of Islamic education. In addition, Badriyah (2023) pointed out that industrial advancement and rapid modernization require resilient educational institutions to deal with changes and challenges in the local, regional, and global spheres.

Jumari & Umam (2022) highlight three key points: 1) Society 5.0 era as a challenge that must be faced, 2) The challenges of contemporary Islamic education require the ability to think critically, analytically, creatively, and innovatively, and 3) Efforts that need to be made by Islamic education in facing the challenges of the times. Meanwhile, Purnomo & Loka (2023) made a strategic contribution by identifying Islamic Religious Education learning strategies that are under the development of the Society 5.0 era. They detail strategies such as inquiry learning, discovery learning, blended learning, project-based learning, and problem-based learning as educational solutions that are relevant to the needs of modern times. This mapping of previous research provides a foundation for this study to further explore and contribute to the literature of Islamic education.

This research aims to present new thoughts and innovative solutions related to Islamic education in the era of Society 5.0 by focusing on UIN Antasari Banjarmasin. Through mapping previous studies, this research intends to fill the gaps that still exist in the literature, present strong preliminary research data, and make a positive contribution to the development of Islamic education science. The benefits of this research are expected to provide a more comprehensive view of the role of Islamic education in facing the dynamics of society and technology today.

## RESEARCH METHOD

This research adopts a qualitative approach to explore an in-depth understanding of the revolution of Islamic education thinking in the era of Society 5.0, focusing on the context of UIN Antasari Banjarmasin. Qualitative research methods make it possible to understand phenomena holistically, explore the complexity of the context, and capture

participants' perspectives more deeply (Sugiyono, 2019). In this context, qualitative methods are used to detail the dynamics, values, and challenges faced by Islamic educational institutions in adapting to changing times.

Data collection in this study involves three main techniques, namely interviews, observation, and documentation. In-depth interviews will be conducted with key stakeholders at UIN Antasari Banjarmasin, including lecturers, staff, and students, to obtain their views and experiences regarding changes in Islamic education. Direct observation will provide a first-hand picture of the activities and dynamics in the educational environment. In addition, documentation, including a literature review, will provide a solid basis of understanding based on previous research findings and conceptual frameworks.

Data analysis in this study involved a series of steps in qualitative methods, including data reduction, data presentation, and conclusion drawing. Data reduction involves grouping, coding, and simplifying the collected data so that essential information can be identified. Afterward, the reduced data will be presented using relevant methods, such as descriptive narratives or tables. Finally, conclusions and findings will be drawn based on the data analysis, detailing findings that support or oppose the initial hypothesis, if any, and contribute to the understanding of the revolution of Islamic education thought in the era of Society 5.0.

## **RESULTS AND DISCUSSION**

### **Results**

Interviews with stakeholders at UIN Antasari Banjarmasin provided deep insights into their views and experiences in dealing with the revolution in Islamic education thinking in the era of Society 5.0. Senior lecturers at this university expressed awareness of the major transformations that have taken place, especially in the context of technology and societal changes. One lecturer stated,

"Islamic education is currently faced with the dynamics of global change, especially in the aspect of technology. Awareness of the importance of harmonizing religious values with technological advances is the center of attention at UIN Antasari Banjarmasin. Our lecturers realize that Islamic education cannot ignore technological developments, but must involve them as an integral part of the learning process. Therefore, we actively seek to integrate religious values with teaching methods that utilize modern technology. This effort aims to create an educational environment that is responsive to the needs and demands of students in this era. (Riinawati, 2024)"



**Figure 1.** Interview with Riinawati

From the interviews above, a strong picture of the awareness and commitment of senior lecturers at UIN Antasari Banjarmasin to the significant changes in Islamic education caused by the revolution of thought in the era of Society 5.0 is drawn. These lecturers clearly understand that global challenges and dynamics, especially in the field of technology, have a direct impact on Islamic education. Their statements on the importance of aligning religious values with technological advances reflect a deep understanding of the role of such integration in ensuring the relevance and responsiveness of Islamic education to the times. This shows that at UIN Antasari Banjarmasin, there is a real effort to not only keep up with technological developments but also take a proactive role in integrating religious values with technology-based teaching methods.

In addition, the statement that lecturers actively seek to integrate religious values with modern teaching methods highlights the spirit of innovation applied in the learning process. This reflects the college's adaptability and readiness to face the challenges of the Society 5.0 era. This analysis also shows that during this major transformation, UIN Antasari Banjarmasin sees the integration of technology as an inevitable necessity and not just an option. Overall, the interviews paint a positive picture of the campus' response and initiative in dealing with this revolution in Islamic education thinking in the technological era.

From the student's perspective, the response to this change varies. One student emphasized the advantages of online learning by stating,

"The online learning system provides significant benefits for students at UIN Antasari Banjarmasin. The flexibility offered by this approach to learning has become a much-needed necessity. Students now can access materials at any time according to their convenience and schedule. This not only provides flexibility in managing study time but also allows for adjustments to the increasingly complex demands of daily life. (Andi Pratama, 2024)"



**Figure 2.** Interview with Andi Pratama

From the perspective of students, a mixed picture of responses to changes in education, especially the introduction of online learning, is depicted. A positive view was expressed by a student who emphasized the significant advantages of the online learning system at UIN Antasari Banjarmasin. His statement highlights the flexibility that characterizes this approach to learning, which he considers an important necessity. Students now benefit from having the ability to access materials at any time, according to their personal convenience and schedule. Not only does this provide flexibility in managing study time, but it also allows for adjustments to the increasingly complex demands of daily life.

This positive view reflects students' appreciation of the changes in the education paradigm, especially in facing the Society 5.0 era. By utilizing the advantages of online learning approaches, students feel greater ease and convenience in managing their time and meeting the demands of modern life. Nonetheless, students' responses to this change may vary depending on individual preferences, level of technological readiness, and preference for the type of interaction in the learning process.

However, there are also concerns regarding the loss of direct interaction and moral values in digital learning. "Although technology provides convenience and advancement in the approach to learning at UIN Antasari Banjarmasin, we are always aware of the importance of maintaining religious and ethical values in the entire learning process. The use of technology should not be an excuse to override the fundamental values on which Islamic education is based. Therefore, we consider that the cultivation of religious and ethical values must remain the main focus, even in this modern era," said one student.

While some students have a positive view of online learning, there are also voices of concern regarding the possible loss of direct interaction and the decline of moral values in the context of digital learning. One student's statement highlighted this concern, asserting that while technology provides convenience and advancement, it is important to maintain religious and ethical values throughout the learning process. This student emphasized that the use of technology should not be an excuse to override the fundamental values that underpin Islamic education at UIN Antasari Banjarmasin.

These student statements reflect the desired balance between the utilization of technology and the maintenance of moral and religious values. This concern also shows that amidst the benefits of technology, students are also aware of the moral and ethical challenges that need to be addressed. This highlights the importance of building an approach to digital learning that is not only technically effective but also remains rooted in strong moral and ethical principles in the context of Islamic education.

In an effort to integrate technology, direct observation illustrated lecturers using online platforms, multimedia and other technological resources in their teaching. Nonetheless, researchers noted that there are challenges, especially in improving the skills and understanding of technology among lecturers and students. "The increased use of technology in the campus environment raises the urgent need to make concerted efforts to improve digital literacy and technological understanding. Integrating technology in the learning process requires that the entire campus community, both lecturers and students, have a deep understanding of the use of relevant technology tools and applications. Therefore, we recognize that mastering digital literacy is not only an individual responsibility, but a collaboration across faculties and levels of education," said an administrative staff.

In the context of efforts to integrate technology in the learning process at UIN Antasari Banjarmasin, direct observation illustrates the steps of lecturers who actively use online platforms, multimedia, and other technological resources in their teaching. The utilization of these various tools reflects an effort to create diverse and innovative learning experiences, in accordance with the demands of the Society 5.0 era. Through these observations, it is apparent that lecturers strive to provide a dynamic learning environment that is responsive to technological developments.

Nonetheless, researchers found significant challenges, particularly related to the level of technological skills and understanding among lecturers and students. The increased use of technology on campus creates an urgent need for collaboration across faculties and levels of education in improving digital literacy and technological understanding. The statement of an administrative staff underscored that mastering digital literacy is not only an individual responsibility, but a comprehensive collaboration involving the entire campus community. This confirms the importance of establishing an educational ecosystem that can empower all campus members, both lecturers and students, to optimize the use of technology in the learning process.

In addressing this challenge, concrete steps need to be taken, such as organizing regular training, workshops, and curriculum development that incorporates digital literacy aspects. In addition, motivating and incentivizing lecturers and students to develop and improve technological skills is also a key step. Thus, through strong collaboration and investment in human resource development, UIN Antasari Banjarmasin can build an adaptive and innovative learning environment in the Society 5.0 era.

Combining the interview results with previous literature, the research findings confirm that Islamic educational institutions need to continuously adjust to the times to maintain relevance. The findings provide a richer and more contextualized understanding of the concrete steps taken and the real challenges faced by UIN Antasari Banjarmasin in responding to the revolution in Islamic education thinking in the Society 5.0 era. In conclusion, holistic and sustainable initiatives are needed to ensure that Islamic education remains a driving force for positive transformation amidst ongoing changes.

**Table 1.** *Summary of Research Results*

Research Aspects	Results
Lecturers' Awareness of Transformation	Lecturers at UIN Antasari Banjarmasin are aware of major transformations, especially in technology and society.
The Importance of Harmonizing Religious Values and Technology	There is an awareness of the importance of harmonizing religious values with technological advances in the learning process.
Integrating Religious Values with Technology	Lecturers actively integrate religious values with technology-based teaching methods to create a responsive educational environment.
Students' Response to Online Learning	Students recognize the benefits of flexibility in online learning, allowing access to materials at any time according to personal schedules.
Student Concerns Regarding Loss of Direct Interaction and Moral Values	While appreciating the convenience, students are concerned about the loss of direct interaction and moral values in digital learning.
Emphasis on the Importance of Maintaining Religious and Ethical Values	Students emphasize the importance of maintaining religious and ethical values in digital learning, rejecting the overriding of fundamental values.
Challenges in Technology Integration on Campus	Observations show lecturers are using technology, but there are challenges in improving technology skills among lecturers and students.
Urgent Need for Improved Digital Literacy and Understanding of Technology	The increased use of technology demands a concerted effort to improve digital literacy and technological understanding across the campus community.

## Discussion

### *Lecturer Awareness and Transformation*

Lecturers' awareness of major transformations, especially in the aspect of technology, is an important highlight in the run-up to the revolution of Islamic education thought in the era of Society 5.0. This awareness reflects a proactive attitude and a deep understanding of the changing times and the challenges faced in the world of education. Lecturers at UIN Antasari Banjarmasin show that they do not only see technology as a tool, but as an integral element that must be harmonized with religious values.

In this context, lecturers' awareness is not only limited to recognizing technological changes but also includes a deep understanding of the importance of adaptation and alignment with religious values (Bahiyah, 2022). Lecturers understand that the revolution in Islamic education thinking does not only occur in the realm of technology but also in the way of delivering religious values. Thus, this awareness reflects a readiness to face fundamental changes in Islamic education, involving a new paradigm that combines tradition and technological advances (Bahri, 2022).

The proactive efforts of lecturers in understanding and accommodating this transformation illustrate the sustainability and relevance of Islamic education during changing times. Lecturers are not only teachers but also agents of change who carry great responsibility in shaping a generation of Muslims who can adapt to global dynamics. This awareness creates a foundation for the development of learning strategies and methods that are responsive to the demands of students in the era of Society 5.0 (Bahrurruzi, Ubadah, & Hasnah, 2022).

Furthermore, lecturers' awareness also reflects the recognition of the complexity of integrating religious values with technological advances. Lecturers realize that this integration process is not an easy task, but rather a challenge that requires a deep understanding of religious principles and mastery of technology (Atstsaury, Hadiyanto, & Supian, 2024; Karim, Rambe, Harahap, & Prayoga, 2023). Therefore, they prepare themselves to develop harmonious teaching methods, combining the essence of religion with technological excellence to achieve the goals of Islamic education (Dulumina, Pettalongi, & Idhan, 2023).

Finally, lecturers' awareness is the main driver to make the revolution in Islamic education thinking an opportunity, not a threat. Lecturers not only follow technological trends, but become the main driver in creating a new mindset that combines Islamic values with the dynamics of technological development (Huda & Rokhman, 2021; Setyorini & Khuriyah, 2023). This awareness is not only relevant for the local scope, but also to face global dynamics, making UIN Antasari Banjarmasin the main actor in facing the revolution in Islamic education thinking in the era of Society 5.0.

#### ***The Importance of Harmonizing Religious Values and Technology***

The awareness of the importance of harmonizing religious values with technological advances is a critical foundation in developing an Islamic education system that is responsive and relevant to the times, especially in the era of Society 5.0. This seriousness reflects a commitment to maintaining the integrity of religious values in the learning process, overcoming the potential dissonance between religious traditions and technological dynamics.

Integrating religious values with technology has become a necessity, in line with the demands of students who are increasingly open to the use of technology in the learning process. By aligning religious values with technological advances, Islamic education is expected to meet the needs and demands of students in the Society 5.0 era. This creates education that not only maintains traditional values but also provides space



for students to grow and develop in an environment that is appropriate to current developments (Fuady, 2021).

The process of aligning religious values with technology involves strategic thinking in curriculum development and teaching methods. There needs to be a careful design so that this integration is not just a technological tool, but also forms student character that is rooted in religious values. Therefore, this involves active participation from lecturers and education administrators in developing policies and guidelines that are under the vision and mission of Islamic education (Hermawati, 2023).

In this context, it is also important to understand that the integration of religious values with technology is not just adding technological elements to the learning process. More than that, it raises questions about how technology can be used as a means to deepen understanding of religious values. Therefore, it is necessary to strengthen religious literacy in addition to digital literacy, so that students not only become proficient in using technology but also understand the ethical and moral implications of its use (Hidayat, Pohan, & Hasibuan, 2022).

The importance of harmonizing religious values and technology also has a significant impact on the formation of student character. This integration can be a means of forming a generation of Muslims who can adapt to current developments but remain strong in religious principles. Therefore, it is imperative to continue to deepen understanding, develop innovative learning models, and maintain the right balance between religious values and technological developments.

#### ***Student Responses to Online Learning***

Students' positive response to online learning reflects the dynamics of change in Islamic education, especially at UIN Antasari Banjarmasin. The flexibility offered by this learning approach is a main focus that is appreciated by students. This response illustrates that technology is not only considered as a tool but as a means that provides significant benefits in meeting students' learning needs.

The presence of flexibility in accessing materials is a critical point in evaluating student responses to online learning. This flexibility creates space for students to organize their study time according to their convenience and personal schedule. The shift from traditional learning models to a more adaptive approach to individual needs is proof that education at UIN Antasari Banjarmasin is trying to adapt to the demands of students in the Society 5.0 era.

However, while this flexibility provides flexibility for students, it also brings its implications and challenges. Students need to take greater responsibility in managing their time and managing their learning. Therefore, online learning also requires good digital literacy, time management skills, and independence in learning (Jumari & Umam, 2022).

Students' positive response to flexibility in online learning also highlights the importance of adequate technical support and resources. Infrastructure that supports online learning, such as stable internet access and user-friendly learning platforms, is crucial in providing an effective learning experience. Therefore, investing in developing

educational technology infrastructure is a strategic step to support the smooth implementation of online learning.

As a positive impact from student responses, the use of technology in learning can become a sustainable learning model. This shift also provides a basis for continuing to develop and enrich the student learning experience at UIN Antasari Banjarmasin. By understanding students' needs and responses to online learning, educational institutions can continue to optimize the application of technology in the learning process to achieve broader educational goals.

#### ***Student Concerns Regarding Loss of Direct Interaction and Moral Values***

The concerns expressed by students regarding the loss of direct interaction and moral values in digital learning created an essential conversation regarding the impact of technology on the social and ethical dimensions at UIN Antasari Banjarmasin. Although technology brings ease of access and flexibility, students highlight a deep concern about the importance of maintaining the social dimension in the learning process. In this context, students critically responded to the shift towards digital learning by underlining that direct interaction and moral values should not be forgotten.

The importance of the social dimension in education is recognized as an integral foundation in the formation of students' character and social identity. Losing face-to-face interactions can impact the development of interpersonal communication skills and the ability to adapt in complex social environments. Students show awareness of the need for space for discussion, question and answer, and collaboration in the learning context, which can provide benefits not only in terms of academics but also overall personality development (Nasikin, 2021).

Additionally, concerns regarding moral values highlight the challenges in maintaining ethics and morality in digital learning. In an increasingly digitally connected world, students underscore the importance of maintaining moral integrity and religious ethics in every aspect of learning. This indicates that, although technology provides access to various sources of information, ethical and moral challenges remain relevant and must be taken into account.

There needs to be a concrete strategy to strengthen social interaction and maintain moral values in digital learning. This shift can be addressed through the development of learning platforms that encourage active participation, online discussions, and values-based interactions. Lecturers and education managers need to design strategies that include integrating moral values into the curriculum and online learning. Thus, interaction and morality are not only maintained but improved in the digital learning era (Pihar, 2022).

By understanding and addressing these student concerns, UIN Antasari Banjarmasin can take proactive steps to overcome these challenges. This involves the participation of students, lecturers, and administrative parties in designing solutions that accommodate the needs of Islamic education in the digital era, while still upholding the social and moral values that are the main foundation of educational institutions.

### ***Efforts to Integrate Religious Values with Technology by Lecturers***

Efforts to integrate religious values with technology by lecturers at UIN Antasari Banjarmasin mark an important step in facing the revolution in Islamic educational thought in the Society 5.0 era. This activity reflects a high commitment to creating an educational environment that is balanced and responsive to the demands of current developments. Lecturers do not only see technology as a tool but as a means that can be used to enrich the learning experience with religious values.

Lecturer activities in integrating religious values with technology-based teaching methods are the center of attention in designing effective learning strategies. This commitment creates harmonization between religious traditions and technological innovation. Lecturers realize that this integration is not just the incorporation of technological elements into the curriculum, but rather a journey to create learning experiences that accommodate religious values and make maximum use of technology (Purnomo & Loka, 2023).

The importance of improving lecturers' skills in utilizing technology is the key to success in developing effective teaching methods. Lecturers are expected to not only have a deep understanding of religious values but also be able to master relevant tools and technology (Haleem, Javaid, Qadri, & Suman, 2022). This mastery allows lecturers to optimize the potential of technology in delivering learning material while maintaining the essence of religious values.

The paradigm shift from conventional teaching to technology-based teaching challenges lecturers to continue to improve the quality of learning. By utilizing technology, lecturers can provide a learning experience that is more dynamic, interactive, and in line with students' needs in the digital era. This involves adjusting the curriculum, teaching methods, and learning evaluation to remain relevant and effective (Putra, 2019).

The integration of religious values with technology by lecturers also plays a role in shaping student character. Islamic education at UIN Antasari Banjarmasin not only aims to convey knowledge but also forms morals and ethics. Therefore, this integration involves developing a learning model that not only emphasizes cognitive aspects but also affective and psychomotor aspects, following the holistic concept of Islamic education.

Lastly, this integration effort is a strategic step in maintaining the relevance of Islamic education in the Society 5.0 era. Lecturers who can integrate religious values with technology are not only learning facilitators but also agents of change who lead students towards a deep understanding of religious values in the context of an ever-evolving era.

### ***Challenges in Technology Integration in the Campus Environment***

Observations of lecturers' efforts to use various technologies in teaching at UIN Antasari Banjarmasin illustrate the commitment to developing technology-based education. However, despite this progress, there are significant challenges that need to be overcome. One of the main challenges is the lack of technology skills among lecturers

and students. Despite visible efforts to integrate technology, some lecturers may not be fully adept at utilizing the potential of technology to improve learning.

Increasing digital literacy is the key to overcoming challenges in the use of technology in learning. This challenge is not only technical but also involves a deep understanding of how technology can be integrated effectively in the context of Islamic education. Therefore, joint efforts are needed, both from lecturers and students, to improve technological understanding and skills to optimize the potential of technology in supporting learning (Santoso, Triono, & Zulkifli, 2023).

Another challenge that needs to be overcome is the inequality in access and technological facilities between lecturers and students. Even though some lecturers may have made good use of technology, it is possible that students still face access problems or limited technological facilities. This creates a gap that needs to be addressed through supporting strategies, such as providing adequate technological facilities and training programs to increase digital literacy (Komalasari & Yakubu, 2023).

In addition, there needs to be a better understanding of how technology integration can influence the moral and ethical aspects of the campus environment. In an era where information can be easily accessed through technology, special attention needs to be paid to the policies and ethics of using technology so as not to violate religious values and morality.

The importance of collaboration between lecturers and students in facing the challenges of technology integration cannot be ignored. Open discussions and constructive dialogue between the two parties can be the first step to identifying existing obstacles and finding joint solutions. Initiatives such as integrated training programs and discussion forums can be an effective platform for increasing digital literacy and building technology skills in the campus environment.

### ***Urgent Need for Increased Digital Literacy and Technological Understanding***

When the campus environment is faced with an era of revolution in Islamic educational thought in Society 5.0, the urgent need to increase digital literacy and understanding of technology becomes an inevitable topic of discussion. Observations of efforts to integrate technology in teaching show that, despite progress, there is still a gap in the level of technological understanding among lecturers and students. Therefore, focusing on digital literacy is a must to overcome challenges and ensure that the potential of technology is used optimally to support learning.

Increasing digital literacy is not only limited to technical aspects but also requires a deep understanding of how technology can be applied in the context of Islamic education. Lecturers and students need to understand not only how to use technological tools and applications, but also their impact on the learning process and religious values (Imaduddin, 2023; Isa, Neliwati, & Hadijaya, 2024). Therefore, it is necessary to design a holistic training program to ensure that digital literacy covers cognitive, affective, and psychomotor aspects.

The importance of digital literacy and understanding technology is further strengthened by the inequality of access and technological facilities between lecturers and students. Initiatives to provide adequate technological facilities and involve lecturers and students in training programs can create an equitable environment in the use of educational technology. In this way, conditions will be created that support the effective and efficient use of technology (Zulkarnaen & Permana, 2022).

Apart from that, the need to establish policies and ethics for the use of technology in the campus environment is a crucial aspect. Digital literacy also includes an understanding of how to use technology with good ethics, so that moral and religious values are not neglected. This suggests the need for open discussion and constructive dialogue between campus stakeholders to formulate clear and mutually acceptable guidelines.

The urgent need to increase digital literacy and understanding of technology also highlights the importance of collaboration between lecturers and students (Ahyar & Zumrotun, 2023; Fitriani, Anam, & Maulana, 2024; Mumtahana, Ikmal, & Sari, 2022). Integrated training programs, discussion forums, and active collaboration in identifying challenges and formulating joint solutions can be practical steps to achieve a significant increase in digital literacy throughout the campus environment.

By prioritizing increasing digital literacy and understanding of technology, UIN Antasari Banjarmasin can ensure that the entire campus community is ready to face the revolution in Islamic educational thinking in the Society 5.0 era. This is not just about technology, but also about how technology can be an effective tool in achieving educational goals while still maintaining moral and religious values.

Apart from that, the need to establish policies and ethics for the use of technology in the campus environment is a crucial aspect. Digital literacy also includes an understanding of how to use technology with good ethics, so that moral and religious values are not neglected (Fathullah, Ulfiah, Mulyanto, Gaffar, & Khori, 2023). This suggests the need for open discussion and constructive dialogue between campus stakeholders to formulate clear and mutually acceptable guidelines.

The urgent need to increase digital literacy and understanding of technology also highlights the importance of collaboration between lecturers and students. Integrated training programs, discussion forums, and active collaboration in identifying challenges and formulating joint solutions can be practical steps to achieve a significant increase in digital literacy throughout the campus environment (Agus, Juliadharma, & Djamaluddin, 2023).

By prioritizing increasing digital literacy and understanding of technology, UIN Antasari Banjarmasin can ensure that the entire campus community is ready to face the revolution in Islamic educational thinking in the Society 5.0 era. This is not just about technology, but also about how technology can be an effective tool in achieving educational goals while still maintaining moral and religious values.

## CONCLUSION

This research brings surprising findings in the context of the revolution in Islamic educational thought in the Society 5.0 era, especially at UIN Antasari Banjarmasin. The most important finding from this research is the lecturers' awareness and commitment to integrating religious values with technology-based teaching methods. The research results show that lecturers at UIN Antasari Banjarmasin do not only see technology as a learning tool, but as a means that can create a balanced educational environment between religious traditions and technological innovation. This awareness is not only the basis for progress in learning but also illustrates the readiness of institutions to face major changes in the world of education.

The scientific contribution of this research lies in confirming the importance of integrating religious values with technology in Islamic education. Previously, the literature had not fully described clearly the extent to which lecturers were involved in this effort, and this research contributes by showing that lecturers at UIN Antasari Banjarmasin are actively trying to create a holistic learning approach. Another contribution is the emphasis on the need to increase digital literacy among lecturers and students to ensure that technology integration takes place effectively. This reminds us of the need for further focus on developing technological skills as an integral part of developing lecturers' professionalism.

Although this study provides valuable insights, several limitations need to be acknowledged. First, this research is limited to the UIN Antasari Banjarmasin campus environment, so generalizing the findings to other Islamic educational institutions may require additional research. Second, the use of qualitative methods limits the ability to generate statistical generalizations. Therefore, further research with a quantitative approach can provide a deeper and more comprehensive understanding of the impact of integrating religious values with technology in Islamic education in the Society 5.0 era. In addition, considering contextual differences between campuses and levels of education can be the basis for further, more contextual, and in-depth research.

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