

Religious Behavior Development in the 4.0 Era: The Islamic Education Challenges

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Received: January 10, 2024 | Accepted: July 21, 2024

Abstract

The digital age, or Era 4.0, has induced substantial transformations in religious practices and religious education. This paper intends to elucidate the effects of this transition and emphasize the significance of religious education in addressing the ensuing issues. Era 4.0 influences how individuals obtain knowledge, navigate value conflicts, and assimilate into contemporary culture. This paper employs a qualitative methodology grounded in literature analysis. This methodology is suitable for conceptual research of this nature. The literature study approach involves gathering data through the identification and examination of pertinent written sources related to the research topic. The study's findings indicate that, in light of these changes, educators play a crucial role in equipping students to confront a future characterized by transformation. This article emphasizes the significance of 21st-century capabilities in religious education, effective presentation of content aligned with students' interests, and the use of creative, authentic learning techniques. In summary, religious education and the function of educators in navigating the digital age are essential for assisting persons in comprehending and mitigating its effects on religious conduct, thereby equipping them for an evolving future.

Abstrak

Era digital atau Era 4.0, telah membawa perubahan signifikan dalam perilaku keagamaan dan pendidikan keagamaan. Artikel ini bertujuan untuk mengelaborasi dampak transformasi ini dan fokus pada peran pendidikan keagamaan dalam menghadapi tantangan yang muncul. Era 4.0 memengaruhi cara individu mengakses informasi, menghadapi konflik nilai, dan berintegrasi dalam masyarakat modern. Artikel ini menggunakan metode kualitatif berbasis analisis literatur. Pendekatan ini sesuai untuk kajian konseptual seperti ini. Metode studi literatur adalah metode pengumpulan data dengan cara mencari dan membaca sumber-sumber tertulis yang relevan dengan topik penelitian. Hasil kajian menunjukkan bahwa di tengah perubahan ini, guru memiliki peran utama dalam mempersiapkan siswa untuk menghadapi masa depan yang penuh perubahan. Artikel ini menyoroti pentingnya kompetensi abad 21 dalam pendidikan keagamaan, keberhasilan dalam menghadirkan materi yang sesuai dengan minat siswa, dan menerapkan metode pembelajaran otentik yang inovatif. Kesimpulannya, pendidikan keagamaan dan peran guru dalam menghadapi era digital ini berperan krusial dalam membantu individu memahami dan mengatasi

dampaknya pada perilaku keagamaan serta mempersiapkan mereka untuk masa depan yang penuh perubahan.

Keywords

Educational challenges, religious behavior, 4.0 era, skills

INTRODUCTION

Education has a strong influence on human behavior, especially religious practices. In the 4.0 era, which is marked by the development of digital technology, global connectivity, and paradigm shifts in various aspects of life, there are significant challenges in the context of developing religious behavior (Priatmoko, 2018). This era has had a profound impact on the way individuals view and practice their religious beliefs. The development of technology, especially through the internet and social media, has opened wide doors for individuals to access various world views, varied information, and diverse thoughts (Hendayani, 2019). This 4.0 era has created a very dynamic information landscape, where individuals have unlimited ability to explore their religious understanding, connect with the global community, and access various different perspectives (Santoso, 2019). In a reality where information is available instantly, individuals are often faced with competition between the religious values they adhere to and the influence of different cultures that may conflict with their beliefs. Exposed to a diversity of views, individuals may feel greater pressure in understanding, reflecting on, and integrating religious values in this ever-changing context. They may also be caught in a conflict between traditional religious aspects and the demands of modern life which often conflict with religious beliefs (Hajar, 2020, p. 145).

In this 4.0 era, technological advances have changed the landscape of religious practice significantly. In an era where information and views can quickly go viral and spread widely through social media, individuals are often faced with pressure to express their religious beliefs in a context that is very open and vulnerable to conflict. How individuals face these challenges and integrate religious values in this digital era are critical questions that need to be answered (Hajar, 2020).

In addition, the 4.0 era, which is characterized by rapid digital transformation, creates unprecedented challenges in the context of religious education (Ifadah & Utomo, 2019). Along with the paradigm shift in the provision of information and learning, religious education materials can now be accessed by individuals through various widespread digital platforms, such as websites, mobile applications and social networks. This phenomenon, on the one hand, provides easy access to various aspects of religious teachings, which previously may have been limited by time and place.

However, on the other hand, this ease of access also raises a number of serious problems. The reliability and quality of religious education sources in the digital environment are often problematic. The diverse

information and views that can be accessed on the internet can create value conflicts and doubts in an individual's religious understanding (Mulyono, 2007). Unverified sources or even false information can damage the correct understanding of religious teachings, which in turn can affect the development of religious behavior. In this context, it is important to examine how religious education can play a critical role in filtering and providing guidance on high-quality materials, as well as helping people in the 4.0 world learn and adhere to religious beliefs (Susilo, 2018, p. 32).

In addition, there are problems in integrating religious values with the development of science and technology. How individuals can live a modern lifestyle that is highly dependent on technology while still maintaining religious values is a challenge that demands attention (Widodo, 2019, p. 212). All of these challenges emphasize the urgency of the role of education in helping individuals develop relevant and balanced religious behavior in the 4.0 era. Therefore, careful and in-depth research on the challenges of education in developing religious behavior in the 4.0 era is very important to provide valuable guidance and solutions for educators, religious leaders, and society in general. To comprehensively investigate the challenges of education in developing religious behavior in the 4.0 era, this study will adopt a qualitative research method. This research method will involve in-depth literature analysis to gain a deep understanding of technological developments, the development of religious education, and the development of religious behavior in the 4.0 era (Hendayani, 2019; Isnaini, 2020). It is intended that a comprehensive understanding of contemporary concerns in religious pedagogy and the formation of religious practices will be generated from this study, as well as providing a basis for relevant recommendations in addressing these challenges.

METHODS

This article uses a qualitative method based on literature analysis. This approach is appropriate for conceptual studies such as this. The literature study method is a method of collecting data by searching for and reading written sources that are relevant to the research topic. Literature studies are also referred to as library research or library research. This study is carried out by selecting library sources, tracing library sources, reading library sources, taking notes, and presenting a literature review. Through this study, we hope to be able to reveal theories that are relevant to the problem being studied, obtain a theoretical basis for the problem to be studied, and collect information that is relevant to the topic or problem that will or is being studied.

RESULTS AND DISCUSSION

The Influence of Technology and Access to Information

The development of the digital world not only has an impact, but also changes people's behavior and habits. The increasingly rapid progress of digitalization in the future needs to be a focus of attention in the field of education (As'ad et al., 2021). This is to ensure that future generations have the relevant skills to face the challenges in this digital era. Today's children must be educated with a view to the next ten to twenty years. In other words, schools need to predict and articulate the talents that are important for students to succeed in an increasingly digital future. Therefore, schools must adapt to the rapid evolution of ICT by creating learning strategies that are in accordance with the digital era. (Choli, 2020, p. 20).

The role of technology in advancing Islamic education is becoming increasingly important and relevant in the modern era which is marked by the rapid advancement of digital technology. The emergence of digital tools has changed the traditional way of teaching, communicating, and acquiring knowledge. In the context of Islamic education, the use of digital technology has the potential to significantly change and improve the way of teaching and learning religion. With the advent of new digital tools, Islamic education has the potential to become more accessible, engaging, and friendly. Islamic educational materials are now accessible worldwide through the internet, smartphone apps, and social media, allowing people from all walks of life to learn more about Islam. In addition, students can gain a deeper understanding of religious themes through the use of more engaging learning techniques made possible by digital technology, such as films, animations, and simulations. However, there are a number of obstacles that digital technology must overcome before it can play a full role in advancing Islamic education. (Hajri, 2023, p. 37). The influence of technology and access to information on religious behavior is essential to deepen and is a major concern in this study. The 4.0 era, which is characterized by impressive advances in digital technology, has fundamentally changed the landscape of communication and access to information, affecting the extent to which individuals understand and practice their religion (Johnson, 2021, p. 89). In the current context, individuals have an unmatched capacity to access a variety of sources of information and worldviews quickly and easily. Digital devices, including smartphones, computers, and tablets, allow individuals to access the internet, seek clarification on questions, and gain knowledge about various aspects of religion that transcend geographical and physical boundaries. (Smith, 2019, p. 315).

This speed and ease of access to religious information has created tremendous opportunities for intellectual growth and the development of deeper religious understanding (Muchtar & Ritchey, 2014; Serdyukov, 2017). However, as research by (Smith, 2019) has found, it also presents significant challenges, particularly in terms of verifying and trusting the sources of information available online. With increasing access to diverse religious perspectives and worldviews, individuals are often faced with a

conflict between their religious values and diverse cultural influences. In an era where information and ideas can quickly go viral and spread widely through social media, individuals are often pressured to reconsider their beliefs and views in the context of differing views.

With just a few clicks, they can explore different aspects of religion, gain diverse perspectives, and expose themselves to ideas that may conflict with their own beliefs (Smith, 2019). In the digital age, quick and easy access to religious information provides opportunities for intellectual growth, but also poses challenges in developing cohesive religious behavior. The diversity of sources of information can confuse individuals, and there is a risk of superficiality and confirmation bias. It is important to teach critical thinking skills and media literacy in religious education. Despite the challenges, this ease of access also facilitates interfaith dialogue, promoting greater understanding.

The Challenge of Information Reliability

The Challenge of Information Reliability is a very significant aspect in the context of the influence of technology and access to information on religious behavior. The 4.0 era has enabled easier access to various sources of information, but has also introduced various risks that need to be considered. In such a dynamic digital environment, individuals are faced with the possibility of being exposed to false, biased, or even disinformation that can damage their understanding of religion (Wibisono, 2021, p. 145). Information that is not properly verified or even false information is often widely spread through social media platforms and poorly supervised websites. The main challenge is how individuals can develop critical skills to assess the reliability of information sources. The ability to distinguish between reliable news and propaganda news is becoming increasingly important in today's interconnected world. (Suryanto, 2019, p. 32). Skills in verifying sources of information and evaluating arguments based on evidence can help individuals avoid the trap of inaccurate information.

The challenge of information reliability also raises questions about the role of religious education in addressing this problem. Religious education should include components that focus on information and media literacy (Santoso, 2020, p. 212). Religious educational institutions and religious leaders have an important role in guiding individuals in understanding the risks associated with unauthorized information and helping them develop strategies that are in accordance with their religious beliefs to overcome these challenges. In the process, they help individuals become more competent in filtering, assessing, and responding to information in accordance with the principles of their religion (Lai, 2018).

Value conflict in the context of the 4.0 era is a very complex aspect and needs to be the main focus in studying the influence of technology and information access on religious behavior. This era brings individuals into conflict with religious values with different cultural influences, creating a situation where individuals are often faced with confusing moral dilemmas

(Santoso, 2019, p. 89). The era of globalization, which is the main characteristic of the 4.0 era, has opened the door for individuals to interact with various cultures and different worldviews (Hashim, 2020). This may create complex value conflicts. Individuals may feel pressured between their religious values and cultural pressures that may conflict with their beliefs. For example, some individuals may experience conflict between religious values that encourage modesty and a consumerist culture that encourages excessive consumption (Widodo, 2020, p. 145).

This value conflict often gives rise to moral dilemmas that require careful resolution. People in this predicament may wonder how they can maintain their cultural identity while still living according to their religious beliefs. Therefore, it is important to adopt a balanced approach, which includes a deep understanding of the religious and cultural values they hold. Religious education has a key role in helping individuals overcome this conflict, bridging the division between their religious and cultural values, and providing valuable guidance in living a life that is in accordance with their beliefs (Hartono, 2018, p. 32).

In essence, value conflict is one of the central challenges for individuals in the 4.0 era. This challenge produces moral and psychological uncertainty that requires solutions in developing balanced religious behavior. It is important to acknowledge this complexity as a first step in addressing value conflicts and broadening understanding of how religious and cultural values can blend harmoniously amidst today's ongoing digital currents.

Challenges of Islamic Education

In the context of religious education in the Industrial Revolution 4.0 era, adjustment is very crucial. Religious education materials must be delivered in a way that is relevant and in accordance with the digital reality that is changing the way we interact, learn, and experience the world around us (Davies & Graff, 2020). Therefore, religious education plays an important role in helping people understand and overcome the various obstacles that occur in their efforts to develop strong and meaningful religious behavior. The industrial era 4.0 has brought about fundamental changes in the learning paradigm. Learning today is required to encourage students to think creatively, find solutions to complex problems, and improve their literacy and numeracy skills. This is in line with Riadi's view (2019, p. 4) This emphasizes the need to give children more opportunities to be creative, think critically about challenges, and strengthen their literacy and numeracy skills in today's classrooms.

In the context of religious education, this change has great potential. Students can be invited to reflect on how their religious teachings can be applied in increasingly complex real-world situations. They can be encouraged to think more deeply about the meaning and relevance of religious teachings in their daily lives. Religious education can be a forum that encourages students to explore the meaning of their religious

teachings, apply religious values in various contexts, and respond to contemporary issues that require religiously based moral views and solutions. In addition, by utilizing digital technology and online resources, religious education can be more inclusive and affordable. Students can access religious resources from around the world, interact with global religious communities, and broaden their understanding of the diversity of religious beliefs and practices. This can help them build better tolerance and interfaith understanding (Riadi, 2019). Religious education has undergone a significant transformation in the era of the Fourth Industrial Revolution.

This educational approach not only provides religious knowledge but also emphasizes the instillation of a deep understanding of religious values and beliefs. In the digital realm, value conflicts are a major obstacle. The importance of religious education today lies in its ability to help individuals overcome moral dilemmas amidst easily accessible information, differences in values, and diverse cultural influences. Its role is also important in bridging the gap between religious and cultural values, enabling individuals to live their lives in line with religious beliefs without sacrificing cultural identity. Religious education in this era must also encourage critical thinking, helping individuals understand the risks of unauthorized information, especially in the context of religion. Thus, the goal of religious education should not be limited to teaching students about other religions and their respective beliefs; it should also include helping them overcome value conflicts, moral issues, and practically apply religious ideals in everyday life.

Integration of Religious Values in Modern Life

A major challenge that arises in the 4.0 era is how individuals can live a lifestyle that is highly dependent on modern technology while still maintaining and strengthening their religious values (Choy, 2016; Lai, 2018). Today, technology has integrated itself into every aspect of society, including worship. Therefore, it is important to consider how society can utilize technology to strengthen their religious beliefs and practices. In the digital era, many online applications and platforms support religious practices, such as daily prayer applications, digital holy texts, and platforms for participating in religious discussions. Research shows that technology can help individuals deepen their religious understanding, facilitate active engagement in religious practices, and build strong faith-based communities (Lo, V. H., & Ong, 2016, p. 53). However, it is important to understand that technology also carries risks, especially in the form of disruption to religious values. Dependence on digital devices, online misinformation, and social media distractions can hinder individuals from meaningful religious practices. Therefore, religious education in the 4.0 era must also help students develop strong digital literacy so that they can use technology wisely in a religious context (Kim, 2018, p. 24).

All-encompassing test scores in today's educational environment. In today's world, assessments are not enough to just test children's ability to think critically or remember information; they also need to recognize and appreciate individuals for their individual talents and strengths. The ability to create assessment tools that explore students' knowledge, abilities, and character is essential for educators. By using this method, students' knowledge and character will be tested, developed, and assessed simultaneously. This comprehensive assessment reflects a paradigm shift in education that no longer only views students as recipients of knowledge, but also as individuals who have broad potential to be developed. Teachers play an important role in identifying and exploring this potential, and comprehensive assessments allow students to recognize and understand all aspects of their potential early on. It is not only about measuring what students know, but also about how they apply that knowledge and skills in the context of their daily lives.

Teachers must be able to produce assessment reports that explain the individuality and greatness of each student, in addition to building assessment tools. These reports are useful not only as assessment instruments but also as a means of communication with students and their families. Students and parents benefit from in-depth reporting by learning more about their strengths and opportunities for growth. The importance of comprehensive assessment is also reflected in the development of modern education which increasingly recognizes the importance of a holistic approach to education. This approach supports the development of the whole individual, not just certain aspects. Teachers have a key role in implementing this approach and designing appropriate assessment instruments to explore students' potential comprehensively. To achieve the goal of realizing students who have skills relevant to the demands of the 21st century, the role of teachers is very important.

Teachers must understand and master three key aspects of 21st century competencies: Character, skills, and literacy. First, in terms of character, 21st century competencies involve characters that include moral aspects, such as honesty, trustworthiness, politeness, and performance characters, such as hard work, responsibility, discipline, and perseverance. Today's teachers must instill strong moral character, because this character will be an example for students. The role model of a teacher plays a very important role in shaping students' character and providing deeper meaning in learning. In addition to moral character, today's teachers also need to have performance character that will support all the activities they do, both in the context of classroom learning and in other activities. Second, in terms of skills, today's teachers must master critical, creative, collaborative, and communicative skills.

These skills are an important foundation in 21st-century education, because they help students cope with changing times and existing challenges. Third, literacy is a key element in 21st-century competencies. Teachers must have basic literacy in various fields, including financial

literacy, digital literacy, science literacy, civic literacy, and cultural literacy. The ability in this literacy allows teachers to provide diverse and relevant education to the changing world, and helps students to develop well. By understanding and developing competencies in character, skills, and literacy, today's teachers will be better able to face the demands of 21st-century education and prepare students for a future full of change.

In the era of continuous technological development, learning through modules is no longer limited to conventional paper-based modules. Modern teachers need to have the skills to compile learning materials in the form of online modules that can be accessed by students electronically. Currently, there are various features and tools that can be utilized by teachers to develop interactive online modules. However, it is important to remember that the teacher's ability to integrate these features into online modules is also very important. The integration of these features allows teachers to create more diverse and interesting learning experiences. The combination of face-to-face learning in the classroom with online learning is often known as "blended learning."

The use of online modules in education is a response to technological developments that enable more flexible and adaptive learning. Thus, teachers need to have the skills to design, package, and present learning materials that are in accordance with the needs and developments of students in an increasingly digitalized world.

In the era of modern education dominated by technological developments and dynamic changes in society, the role of teachers has increasingly complex challenges. Teachers are not only expected to teach subject matter, but also to create meaningful and relevant learning experiences for students. In this context, it is important for teachers to be able to implement innovative authentic learning (Dumont & Istance, 2020). Authentic learning creates learning experiences that reflect real-world situations. Teachers who are able to present authentic learning can help students bridge the gap between theoretical knowledge and practical applications in their daily lives.

By engaging students in real-world situations, teachers enable them to understand and apply the concepts they learn in relevant contexts. Meanwhile, it is important to recognize that innovation in learning is a key factor in maintaining student engagement and motivating them to learn. Innovative teachers actively seek new ways to present subject matter with a fresh approach, adopt advanced educational technology, and design learning experiences that are not only informative but also highly engaging. Through this innovation, students are exposed to opportunities to practice critical thinking skills, collaborate with their peers, and develop a variety of skills that are highly relevant to the demands of the 21st century, preparing them for the challenges of a dynamic future.

The importance of teachers being able to implement innovative authentic learning is closely related to several important aspects in the world of education. First, the authentic learning approach allows students

to gain a deeper and more relevant understanding of the subject matter, which in turn helps them develop strong problem-solving skills and enhance their critical thinking skills. Second, innovation in learning methods helps maintain student engagement, which is one of the main factors in creating an effective learning process. Teachers who are able to utilize technology, design interesting educational projects, and combine resources outside the boundaries of the traditional classroom are able to create a dynamic, interactive, and very enjoyable learning environment for students.

In the context of this discussion, it is important to remember that teachers who are able to present innovative authentic learning also need to continue to develop themselves. They need to understand changes in education and technology, and continue to learn to improve the quality of their teaching. With the ability to present innovative authentic learning, teachers play an important role in helping students prepare themselves to face real-world challenges. They create a learning environment that is motivating, relevant, and prepares students to become competent individuals who are ready to face the changing times (Riadi, 2019).

CONCLUSION

This article examines the impact of the digital age, or Era 4.0, on religious practices and religious education. This era introduces substantial transformations in how humans obtain knowledge, navigate value conflicts, and assimilate into contemporary life. In this environment, religious education is crucial in assisting individuals to comprehend and surmount emerging issues. Educators play a crucial role in navigating the 4.0 era by mastering 21st-century competencies, delivering modules aligned with students' interests, and employing novel authentic learning methods. In summary, the impact of technology and information accessibility on religious practices necessitates adaptation and comprehensive understanding, while religious education and the function of educators are essential in addressing these issues and equipping persons for a future characterized by change.

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