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ISLAMIC RELIGIOUS EDUCATION ROSUL METHOD IN THE ERA OF SOCIETY 5.0.

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Abstract
The era of Society 5.0 is in front of the eyes of many countries that have prepared various preparations to welcome it all. PAI Learning Planning in the 5.0 era aims to know the steps in making PAI learning planning in the 5.0 era. Where learning planning is inseparable from objectives, materials, methods and media. The goals taken are goals that synergize between the goals of PAI and the goals of society 5.0. That is a society that must have high critical, creative, collaborative skills. Furthermore, this discussion also refers to how Rosulullah applies learning methods. So as to be able to turn students into Muslims with the character of faith and piety who will be able to produce noble akhlaq. Where in this method there are several references, namely, initial preparation for teaching, initial attitude when learning, attitude when teaching, attitude when closing the material, attitude to students when asking, attitude to students as a whole, and the method used by Rosulullah in teaching. In planning PAI learning in the 5.0 era, a teacher must pay attention to whether the objectives, materials, methods, media are appropriate according to Islam and according to the times. Solely it is all with the aim of increasing understanding to know his god better to become a man ulul albab.

Keywords: *Religious Education, Rosulullah Method, Era Society 5.0*

INTRODUCTION

Technological developments in 2023 will be very fast and sophisticated, various AI based sites have been discovered and are already being used in several fields, one of which is in the world of education. The development of students who are increasingly keeping up with the times and technological developments means that teachers inevitably have to keep pace and be able to compete with today's technology. If teachers do not keep up with the development of students who are already familiar with technology, it can result in the learning provided being less interesting to students, so that they become less enthusiastic when learning. This is all because today's students tend to be less interested in mediocre learning.

The use of IT in learning, apart from attracting students' interest, also makes it very easy for teachers to understand the meaning of the material explained by using IT media simulations so that students feel they can digest material that can be sensed perfectly. Even with IT, teachers are also able to speed up learning preparations that will be made. Even though teachers keep up with the times, a teacher still has to adhere to basic guidelines in education, which of course can be justified in terms of their truth and validity. So a teacher still has to look for theories that are relevant to his learning, starting from how to choose media to how to present the material so that students understand better, which will later bring atshar and be able to influence students' thought patterns and attitudes.

A Muslim teacher, apart from taking relevant theories currently developing, must also know how Rasulullah SAW taught his students. With all that the teacher has done, it is hoped that students will be able to develop rapidly. It is also hoped that the learning will truly provide significant Atzar in changing the students' personalities into faith and piety. Rasulullah as a prophet has provided a role model, a clear picture of teaching which is stated in the Al-Quran and Al-hadith. If you gain knowledge from this role model, you will never run out of ideas for providing productive teaching. From the various theories that already exist both from western experts and from Rosulullah regarding teaching methods themselves, it is necessary to have a technique for selecting various IT-based learning media because we cannot carelessly choose inappropriate media products or media that actually make children addicted. in bad things. For this reason, there is a need for a special discussion that discusses Rosul's method of learning in society 5.0.

RESEARCH METHODS

In accordance with the problem to be researched, the research that will be carried out in this study will be of a qualitative type with a library research

approach. Sources use secondary sources, namely books and journals. Research techniques with collect, analyze, verify and synthesize data. The results of all this are presented in the form of an interpretation from the author and draw conclusions regarding the Rosul method of Islamic education in the era of society 5.0.

RESULTS AND DISCUSSION

The concept of Civilization Society 5.0

At the 2019 World Economic Forum Annual Meeting in Davos, Switzerland, Japanese Prime Minister Abe called the concept of society 5.0 a new vision for Japan. This concept is a development of society 4.0, or an information society with access to internet based services, as we are facing now, "society 5.0, which clearly develops from society 1.0 and society 5.0 is also a development of the industrial revolution 4.0, which focuses on technology that growing daily.

Both society 5.0 and the industrial revolution of course have an impact on many aspects of society, including economic, social and cultural, throughout the world. The changes that occur in society of course not only have an impact on economic, social and cultural life, but also have a big impact on education. How could it not be, the resources used by the people involved in the development of the industrial revolution themselves must have come from educated people. The realm of education referred to in Indonesia cannot be separated from the level of education, such as elementary school, middle school or high school.

Because education can function as a basis that connects society towards the industrial revolution, education helps society prepare itself to face the industrial revolution. Therefore, it can be said that every change that occurred during the industrial revolution had an impact on education. In planning learning, we must prepare several things, such as activities to formulate goals to be achieved in learning activities, techniques for assessing the achievement of these goals, material to be presented, how to deliver it, and preparation of the tools or media used.

It is clear that talking about education in the era of society 5.0 means talking about the changes that occurred in the learning system during that period. This era of revolution is closely associated with the capabilities of the 21st Century, which is associated with rapid advances in technology. This revolutionary era is also associated with the learning system, which is clearly related to increasingly advanced technological ideas. Trilling and Fadel (2009) state that modern capabilities consist of three main types of capabilities: life and career capabilities, learning and innovation capabilities, and the ability to use media and information technology.

The concept of the Japanese revolution emphasizes the role of humans in overcoming the industrial revolution 4.0 paradigm, which means that humans must be more able to think critically, creatively and solve complex problems. Cyber systems, or teaching systems that use digital technology to teach, are known as education era 4.0. This technology allows teaching and learning activities to be carried out in stages, regardless of conditions. In the era of society 5.0, technology is used to direct society. The technological advances of civilization 5.0 aim to make human work easier. Big data is at the heart of this progress. In Society 5.0, Rahayu said that AI will change the big data technology produced by the Internet of Things (Hayashi) (Rokhmah, 2019; Zdemir, 2018).

Mathews said that this would be something that could help people improve their lives. Society 5.0 will affect all aspects of life, such as transportation, health, urban planning, agriculture, industry and education. The industrial revolution 4.0 will also cause problems, such as a decrease in socialization of society, employment, and other effects of industrialization. It will be reduced and fully integrated with technology in society 5.0. In education, learning can be done anywhere and at any time, regardless of the presence of the teacher, and the values of society 5.0 such as creativity, critical thinking, communication and collaboration are the focus of expertise in the field of education. Services that can be used in version 5.0 are Internet, Big Data, AI, robotics.

Learning Techniques in Era 5.0

In educational programs it is always related to approaches, techniques and learning models. There are several types of approaches to learning techniques. These are the techniques that are considered the most appropriate in an independent curriculum. Some techniques are as follows. Types of techniques that are suitable for the independent curriculum: process, contextual, constructivism, problem solution, scientific. Meanwhile, the patterns in the learning process in the 5.0 era described by Eko Sudarmanto and his colleagues in the paper "Learning Patterns in the Age of Society 5.0" will take ten techniques consisting of:

1. Seamless Learning is continuity of learning supported by various scenarios with mobile devices. There are many definitions from scientists about "boundless learning", but in general, this term refers to the transition between learning contexts and scenarios so that the learning process can take place as smoothly and smoothly as possible. The six elements that make up smooth learning are as follows:

a. Space: Seamless learning helps students move between different spaces, both virtual (non-physical) and physical.

b. Time: Time is very important to produce an observation. Simply put, data collection is carried out physically in zoos, but it is also carried out in museums in the same context.
c. Context: Context design clearly has a major impact on the learning process. For example, data collection is carried out in a formal context at school, while learning continuity is carried out informally outside school.
d. Community: is a community consisting of educators, students, and experts in a particular field in a seamless educational environment.
e. Cognitive Tools: includes tools or facilities designed to improve cognitive abilities, such as smartphones. Aspects of smartphones that are typically used to record data, take pictures, and upload data to online portals, among other things. f. Artifacts are items that are the result of student work created during the learning process.

2. Experiential Learning The description of these steps is as follows:
   a. Concrete experience (felling): Learning from certain experiences. Adapt yourself to the situation.
   b. Reflective observation (seeing): Observing the environment from various points of view before making a decision by looking at the environment from various points of view.
   c. Abstract consequences (thinking): Logical analysis of ideas and acting according to what is known about the situation. d) Active experimentation (doing): The ability to do things with other people and take action based on what happens.

3. Flipped Classroom

   Flipped classroom is a learning process where the teacher gives material to students to study at home and discusses it when they get home. Flipped classroom is a learning model that reduces the direct learning process, where students study learning material independently at home first. After that, teaching and learning activities in class only involve doing assignments and discussing material that cannot be understood.

4. Web Based Learning

   Educational website development consists of three (3) stages (Astuti, Wihardi, and Rochintaniawati, 2020). The first stage is the analysis stage, which includes material analysis, user analysis and content analysis. Analysis of software and hardware requirements; The second stage of the design stage: learning material design; flowchart design; and storyboard design. The three stages of growth (growth). This includes interface creation and coding. Web-based learning using the Moodle platform. Moodle has various features that allow

participants to interact with each other. Facilities are divided into two (two) groups, namely activities and resources.

5. Problem Based Learning (PBL)

   Problem-based learning, or PBL, is a learning model that centers learners by exposing them to a variety of problems they will encounter throughout their lives. With this model, students are faced with various problems that they may encounter after they leave school. Therefore, problem-based learning—also known as "problem-based learning"—is a learning model that centers on finding the source of a problem and solving it. Problem-based learning is defined by many experts.

6. steps of the PBL problem solving method, which later became known as the problem solving method, Students perform three steps: problem formulation, where they determine the problem to be solved; analyze the problem, where they review the problem from various points of view; and formulating hypotheses, where they formulate various possible solutions according to their knowledge. Collecting data is a process.

7. Blended Learning

   In designing recycling-based BL teaching materials by utilizing available learning resources, there are several things you must pay attention to: Look for teaching materials that are specific to your learning objectives. Don't be tempted by general and excessive learning resources because they can take away focus from the learning objectives. that you will complete; Be careful with copyright because you will face big problems later if you are not careful in choosing and using teaching materials; Choose teaching materials from sources that actually store data, not from web addresses that sometimes do not store materials given to students; Choose a website or online source that is high quality.

8. Cooperative Learning

   Cooperative learning is a learning approach that involves small groups of students working together to achieve learning goals. The first stage is to convey the learning objectives and build the group. The second stage is delivering a presentation. Stage 3: Divide students into groups that work together, Stage 4: Provide instructions for group work, Stage 5: Conduct assessments, and Stage 6: Give awards.

9. Quantum Learning

   Quantum learning is adapted from the Quantum Physics formula, namely Mass times the speed of light squared equals Energy (E=mc2) where E is energy (enthusiasm, effectiveness of teaching and learning, enthusiasm), m is mass (all individuals involved, situation, material, physical), and c is

interaction (relationships created in the classroom). Based on the concept of Quantum Physics, it can be understood that the interactions and learning processes created in the classroom will have a huge influence on the effectiveness, enthusiasm and enthusiasm for learning in students. It can also be said that Quantum learning can create an effective learning environment by using elements that exist in students and their learning environment through interactions that occur in the classroom.

Basically, the method in Quantum Learning is a learning method that provides broad, comfortable and enjoyable opportunities for students to play an active role in the learning process. So that students play an active role in learning must be created. an atmosphere that attracts students to want to learn, including by presenting learning materials that are 250 Mar'atus Sholihah "Society Era Learning Model 5.0" challenging, impressive, and can foster and improve creative abilities. Students' active participation in learning can, among other things, be realized in the form of discussions, group work in discussion of lesson material, and so on. The learning steps in Quantum Learning are known as TANDUR, namely with the following explanation.

1. T = Grow. Develop students' interest in learning satisfactorily, whether done by providing questions or introductory material.
2. A = Natural. Create or convey a common experience that all students can understand.
3. N = Name. Provides keywords, concepts, models, formulas, internal strategies concretize abstract concepts so that students can easily learn the concepts.
4. D = Demonstrate. Provide opportunities for students to show that they know.
5. U = Repeat. Showing students how to repeat the concept of material that has been taught by creating another game model, so that with other learning variations students will know more and be clearer about the concepts being studied and emphasize to students "I know that I know".
6. R = Celebrate. Teacher recognition of students' completion, participation and acquisition of knowledge and skills is very important because it will increase learning motivation and self-confidence for better learning.

11. Discovery Learning

The Discovery Learning model is understanding concepts, meanings and relationships, through an intuitive process to finally arrive at a conclusion

2.1.5 Concept of IT-based learning facilities

The use of IT facilities is to present the real in the virtual and the virtual as if it were real solely to justify and make what they learn become real. Understanding the material, as well as to create more enthusiasm and enjoyment in learning so

that students know their God with the aim of becoming more faithful and devout human beings who will later be able to become ulul albab human beings.

Meanwhile, IT usage strategies generally include several things, namely:

(1) ICT as a tool or learning medium,
(2) ICT as a means/place of learning,
(3) ICT as a learning resource, and
(4) ICT as a means of increasing professionalism.

The following is a selection of IT media that will be available in 2023 according to 4 strategies for using IT.

A. Various learning game making sites that can be accessed are, wordwall.net, www.cram.com, oodlo game, educandy, platagon, padlet, nearpo, quizwhizzer, gamilab.
B. Various sites make learning comics, namely: makeBeliefsComix.com, toonDoo, comic master, chogger, pixton, strip generator, write comics, witty comics.
C. Various sites create learning animations, namely, powtoon, moovly, animaker, animatron, motionden.
D. Various learning websites. namely, EXL (a site that provides learning in Math, Language Arts, Science, Social Studies, and Spanish), Glints ExpertClass (Skill development site in the world of work), Khan Academy (The course site offered is also varied, some of which have SAT classes, Mathematics, and Arts & Humanities. Users can download this site initiated by Salman Khan on iOS or Android. Apart from studying online, users can also participate as volunteers on this site. One of Khan Academy's advantages is the SAT (Scholastic Assessment Test), a test that must be taken if you want to enter a university in America. EdX, the site of two of the world's elite campuses, Harvard University and MIT.

Alison Site for online courses in skills such as technology, languages, science, health, humanity, business, mathematics, marketing, stylist; Brainly is a site for frequently asked questions and other questions that will be answered by other users; Udemy provides course facilities graphic design which is divided into several categories; Teacher's room; Coursera (Studying online on Coursera can study modules from various top universities in the world); Cozora (a site developed by the nation's children, the Cozora online learning site) will make it easier to learn many things. Can study IELTS from beginner level to specific subjects such as speaking. Online learning modules are available, including the duration and schedule that you will follow.

E. Various learning videos, namely YouTube
F. Various sites create online concept maps, for example Lucidchart

G. Various online learning facilities, for example: withboard online site "https://whiteboard.fi/. The specialty of this type of online withboard is that compared to many other online sites, students and teachers can use the whiteboard together and all students can work on the whiteboard for students which can be seen by the teacher, the online worksheet site is www.liveworksheets.com; Kahoot online quiz; quizez, online science and math lab https://phet.colorado.edu/en/simulations/colorvision?locale=in; zoom; googlemeet; classrooms; Edmodo; kazila, WA group, telegram group; create online TTS https://crosswordlabs.com/; google earth; Microsoft Office; canva. Creating D3 learning media; https://id.edu.assemblrworld.com

Learning from Rosulullah SAW

Rosul's learning method has a goal: To be able to understand knowledge so that it can be understood and to provide the basis for changes in behavior towards faith and piety and this knowledge is able to provide benefits to humans and nature where the fruit of it all is morality, the root of which is aqidah, the process of piety in the Shari'ah the fruit or result is Akhlaq. In other words, the more you learn, the more you know its uses, the more you know God, the more your faith increases, your piety increases, the more useful it is. In the book entitled "Muhammad SAW the Great Teacher Sirah the Prophet as a teacher based on the Al-Qur'an and authentic hadiths" by Prof. Dr. Fadhl Divine 2nd edition 46. The following are several things that Rasulullah exemplified in the Al-Quran and Al-Hadith.

A. Time and place of learning
   1. Teach at every appropriate opportunity
   2. Teaching in every appropriate place
   3. Take advantage of every good opportunity to teach or you could say the right moment.

B. Audience Selection. Teaching various groups is not selective

C. Delivery method
   (i) Opening
      1. Give a welcome to students of science
      2. Ask for silence before teaching
      3. Tell the person you are talking to to come closer
      4. Look at the person you are talking to and they look at Rasulullah
      5. Call the person you are talking to by name, nickname or title
      6. Ask about the whereabouts of students
      7. Pay attention to the student's condition
      8. Provide learning motivation
   (ii) When teaching material

1. Be gentle in teaching
2. Be humble when teaching
3. Be clear and slow when speaking
4. Don't be ashamed to teach something important
5. Knowing students' abilities
6. Understanding/tolerant with students' conditions

(iii) Conclusion

1. Repeat explanations whether asked or not
2. Give praise for student success

D. Teaching methods

1. Using pictures and shapes or using props
2. Create a parable or illustration method
3. Teaching practically or contextually
4. Comparative method (comparison)
5. Starting from the new Global detailed or deductive method
6. Questioning method
7. Throwing problems at students. Problem solving method
8. Kinayah (figurative) method for ugly and intimate things.
9. Using Gestures
10. Pay attention to the influence of words and actions or atsar/applicative methods
11. Method of repeating learning
12. In the book Sirah An-Nabani, it is also stated that teaching the Aqliyah method touches feelings to become aware and enthusiastic about doing good

E. Respond to questions

1. Tolerance is in question
2. Praise good questions
3. Answer with parables and figures of speech
4. Answer more than what is asked
5. Be silent with the unknown
6. Rebuke long-winded questions
7. Tolerance for asking questions and discussions to gain knowledge and understanding

F. Attitude towards students

1. Holding hands, shoulders, shoulders, rubbing heads to pray and motivate provided it does not cause slander.
2. Pat the teacher as a warning and familiarity
3. Allow students to remind the teacher

4. Provide opportunities for students to speak in front of the teacher
5. Prioritize students who are poor/needy from themselves and their families
6. Angry at people who are smart but don't use their intelligence
7. Angry at actions that are not in accordance with teaching

In Imam Al-Ghazali's book entitled Ihya Ulumuddin, Chapter of Knowledge, based on the measure of obligation, he divides knowledge into two categories, namely First, fardhu a'in science, namely knowledge that must be studied by every Muslim, for example the Islamic tsaqofah sciences, such as thinking, Islamic ideas and laws (fiqh), Arabic, sirah nabawiyah, Al-Qur'an, Al-Hadith and so on. The two sciences are categorized as Fardhu Kifayah, namely sciences that must be studied by one or only some Muslims. The sciences referred to in this group are life sciences which include science and technology as well as expertise, for example chemistry, biology, physics, medicine, agriculture, engineering and so on. The proof is in Az-Zumar verse 9. Which means say (O Muhamma), whether those who have knowledge and those who do not have knowledge are the same.

The integration method is a method of connecting several subjects with Islamic subjects. This refers to the book on the idea of Islamic education by (Riza, 2003) in that the aim of Islamic education is to form human beings with character. Namely having an Islamic personality, mastering Islamic tsaqofah, mastering life sciences (science, technology and adequate skills). In the book Learning from an Early Age (Latifah Musa-Zulfa Alya: 2007) Mentions several indications of the success of forming a Muslim character in children, namely: likes to read, either the Koran or other Islamic knowledge in general. Likes to learn and doesn't spend his time just playing around. Most devoted to Allah SWT. Lots of worship and good deeds, such as giving charity, helping other people, etc. Have noble character and seek halal entertainment. Happy to build friendships. And when you reach puberty, you mostly do amar ma'ruf nahi munkar.

Learning Planning Design in the 5.0 Era

From several existing theories, the researcher formulated several lessons that are suitable for the Rosul PAI method of education in the society 5.0 era, namely using problem solving, integration and project methods as follows:

Beginning of learning:

Preparation

Preparatory games to improve concentration, test current learning styles and emotions, as well as simple potential and talent tests. Simulations using natural models around them and IT to connect to the material and so that students are curious to explore the material. Convey. For example, a simulation video: Students are given a video of a viral incident during the Id prayer.

Objective: The teacher from the simulation provides guesses and persuades students to I'm curious about what I'll learn today. Then the teacher explains what he wants to learn. (while guessing what they know about the material)
Motivation: The teacher provides an overview of the impact of the simulation if you know the material and if you don't know This material has an impact on life.
Apperception: The teacher relates it to the prerequisite material before teaching this material and the teache also reminds you of the prerequisite material Core Problem Based: Students are given a contemporary problem related to the material ("for example, what if the conditions are that women are allowed to be imams? Or are Muslims allowed to join in praying at the front of the prayer room? Can there be one and two deputy imams on the left and right of the imam? Can there be chair pauses during each prayer prayer? They are asked to have a short discussion with the group to find a solution to the problem they are facing. Then they express their opinion, the teacher will direct them to the right one. Based on integration of other subjects: After explaining the material and proof, unfortunately Allah SWT is with us when we obey by connecting the proof with other subjects. for example, regarding the chapter on prayer, it is proof that Allah SWT is good to us when we order prayer, which is related to health, research on prayer movements, research on prayer reading, and with religion, what levels will be achieved and the prizes.

Project Based:

Delivering and implementing with IT or Natural work. When the students understand, the teacher begins to make a choice of project to apply the material, whether via IT by making videos, posters, writing in foreign languages or Indonesian or Arabic, in essence the project is to convey and apply. The project of implementing and delivering without IT naturally can directly teach younger classmates or friends who don't understand or immediately provide proof of istiqomah implementing it within a certain time frame with proof of the parent's TTd and this as a test score. This project is tiered: and there is a time limit. standard value: the more benefits and the more effort the value, the better. For example, they can make a video reaction to the facts circulating and comment on it on social media, or directly make a quote or make a meme about the problem.

Closing

Repetition of material: the teacher provides a brief repetition of the core material Questions: The teacher allows students to ask questions and is civil when asking questions Conclusion: The teacher emphasizes to students what conclusions and learning they have done today and what they have achieved. Then the teacher gives a conclusion too. The teacher gives paper to students to write down what they know after studying the material.

CONCLUSION

Experts' theories regarding learning planning in the 5.0 era use an approach that is in accordance with the independent curriculum with the 5.0 era model. Rosulullah's method of learning Sourced from Imam Ghazali, Prof. Dr. Fadhl Divine, Dr. Muhammad Riza taught Rosulululllah about methods, how to convey, and the material that must be conveyed. The concept of PAI learning planning in the 5.0 era. By sticking to the Rosul method which adapts the existing curriculum and technological developments, the concept of using the Rosul method based on problem solving, projects and integration is recommended.

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