Islamic Education on Quality Digital Culture Transformation in The Succes 2030 SDGs

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Abstract

Facing an era of disruption, there must be a program to prepare human resources with the right digital skills to face change and maximize the potential of Indonesia's digital society. Islam faces increasingly strong pressures from globalization towards the demands of digital culture. The government's efforts are focused on encouraging the achievement of goals and increasing the quality education development index in Indonesia through the SDGs until 2030. Therefore, the aim of the research is to describe Islamic education towards quality digital cultural transformation in making the SDGs 2030 a success. The method in this research uses literature studies which involves library materials such as Bappenas (Regional Development Planning Agency) data, books, journals and other internet-based information. The conclusion of this research is that technology is increasingly bringing innovation and insight into world developments which makes people proficient in its use. Islamic education efforts in maximizing digital culture aim to shape, plan, train and develop every Muslim individual to be proficient in Islamic knowledge and life experiences. So, it doesn't just focus on digital cultural transformation in making the SDGs a success in 2030. But more on how Islamic education controls, designs and encourages digital culture.

Keywords: Islamic Education; Digital Culture; Quality Education; SDGs 2030

Abstrak

Menghadapi era disrupsi, harus ada program untuk mempersiapkan sumber daya manusia dengan keterampilan digital yang tepat untuk menghadapi perubahan dan memaksimalkan potensi masyarakat digital Indonesia. Islam menghadapi tekanan yang semakin kuat dari globalisasi terhadap tuntutan budaya digital. Upaya pemerintah difokuskan untuk mendorong pencapaian tujuan dan meningkatkan indeks pembangunan pendidikan berkualitas di Indonesia melalui SDGs hingga tahun 2030. Oleh karena itu, tujuan penelitian adalah mendeskripsikan pendidikan Islam menuju transformasi budaya digital berkualitas dalam mensukseskan SDGs 2030. . Metode dalam penelitian ini menggunakan studi literatur yang melibatkan bahan pustaka seperti data Bappenas (Badan Perencanaan Pembangunan Daerah), buku, jurnal dan informasi lainnya yang berbasis internet. Kesimpulan dari penelitian ini adalah teknologi semakin membawa inovasi dan wawasan terhadap perkembangan dunia yang menjadikan masyarakat mahir dalam pemanfaatannya. Upaya pendidikan Islam dalam memaksimalkan budaya digital bertujuan untuk membentuk, merencanakan, melatih dan mengembangkan setiap individu muslim agar cakap dalam ilmu keislaman dan pengalaman hidup. Jadi, tidak hanya fokus pada transformasi budaya digital dalam mensukseskan SDGs di tahun 2030. Namun lebih pada bagaimana pendidikan Islam mengontrol, merancang dan mendorong budaya digital.

Kata Kunci: Pendidikan Islam; Budaya Digital; Kualitas Pendidikan; SDGs 2030

INTRODUCTION

Indonesia as a developing country must act in preparing for the development and progress of this technology by providing benefits to the community, such as the community understanding and understands the development of social media and technology.[1] Each country responds to changes that

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[1] Inayatul Muyassaroh, Meilan Arsanti, and Cahyo Hasanudin, "Urgensi Literasi Digital Bagi Mahasiswa Di Era Society 5.0," *Jurnal Bahasa, Sastra, Budaya, Dan Pengajarannya* 1, no. 2 (2022): 81–90, https://doi.org/10.55606/protasis.v1i2.51.

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occur in an integrated and comprehensive manner. This response involves all global political stakeholders, from the public, private sector, academia, and civil society so that the challenges of the digitalization era can be managed into opportunities[2]. Based on Population Census data, Indonesia's population is projected to continue to grow to 318.96 million in 2045. In other words, Indonesia will experience a period of demographic bonus until 2045. In which the population of productive age is greater than the non-productive population. The number of productive age in 2020 reached 68.75% or equivalent to 186.34 million people of Indonesia's population in 2019 reaching 267 million people. The abundance of human resources of productive age should be utilized by improving quality, both in education and in order to welcome the digitalization era.[3]

In welcoming the digitalization era, the Ministry of Communication and Information (Indonesian Ministry of Communication and Information) has mobilized digital culture to support digital transformation. Digital culture is a prerequisite for carrying out digital transformation because the application of digital culture is more about changing mindsets so that they can adapt to digital developments and foster behavior and culture that has implications for developing a growth mindset, not a fixed mindset.[4] Digital culture is a part of everyone's life that cannot be avoided and denies its development, every individual is part of the culture in which they are located, and culture has a significant influence on the process of adjusting each individual in the surrounding environment.[5] This era of digitalization has resulted in the successful installation of digital government infrastructure that is quite advanced. It is universally accepted that digital technologies increase administrative accountability, efficiency, and transparency, help reduce expenses, and lead to better governance.[6]

Digital culture encompasses the attitudes, behaviors, and norms that individuals and organizations exhibit in a digital environment. It includes the ability to embrace change, continuous learning, collaboration, and innovation. By fostering a digital culture, individuals develop a growth mindset that is essential for navigating the rapid technological changes and for driving continuous improvement and innovation. One of the key aspects of digital culture is its inclusivity. Everyone is part of the digital culture, regardless of their role or position. This universal participation helps in creating an environment where digital tools and technologies can be effectively utilized to solve problems, improve processes, and enhance overall productivity.

The Ministry's efforts in promoting digital culture align with the broader objectives of improving governance through digital transformation. Advanced digital government infrastructure is pivotal in achieving these goals. By leveraging digital technologies, governments can Increase Administrative Accountability: Digital tools enable better tracking and reporting of activities, ensuring that government

[2] Ghufron, "Revoluasi Industri 4.0: Tantangan, Peluang Dan Solusi Bagi Dunia Pendidikan" (Seminar Nasional dan Diskusi Panel Multidisiplin Hasil Penelitian & Pengabdian kepada Masyarakat, Jakarta, 2018), http://www.proceeding.unindra.ac.id/index.php/dispanas2018/article/viewFile/73/45.

[3] Kementerian PPN/Bappenas, *Proyeksi Jumlah Penduduk Indonesia Menurut Kelompok Usia (2015-2045)* (Jakarta, n.d.).

[4] Rizkinaswara, "Pentingnya Aspek Budaya untuk Menggerakkan Transformasi Digital. *Kementerian Komunikasi dan Informatika RI.* https://aptika.kominfo.go.id/2021/02/pentingnya-aspek-budaya-untuk-menggerakkan-transformasi-digital/

[5] Binti Muchsini and Siswandari, "Class Culture and The Academic Stress of Digital Natives Generations," *Jurnal Ilmiah Pendidikan: Cakrawala Pendidikan* 39, no. 1 (2020): 102–10, https://doi.org/10.21831/cp.v39i1.26910.

[6] Evans E.W. Tulungen, David P.E. Saerang, and Joubert B. Maramis, "Transformasi Digital: Peran Kepemimpinan Digital," *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 10, no. 2 (2022): 1116–23.

officials and agencies are held accountable for their actions. Enhance Efficiency: Automation and digital workflows streamline processes, reducing the time and effort required to complete tasks. This leads to faster and more accurate service delivery. Improve Transparency: Digital platforms provide greater access to information, allowing citizens to see how decisions are made and resources are allocated. This openness helps build trust between the government and its citizens. Reduce Expenses: Digital solutions can lower operational costs by reducing the need for physical infrastructure and manual labor. This financial efficiency can result in significant savings for the government. Lead to Better Governance: By utilizing data analytics and other digital tools, governments can make more informed decisions, tailor services to meet the needs of citizens, and respond more effectively to emerging challenges.

The government's efforts are focused on encouraging the achievement of goals and improving education for the Indonesian people in increasing the Indonesian education development index through the 2030 SDGs. The Sustainable Development Goals (TPB) or known as the SDGs (Sustainable Development Goals) aim to maintain an increase in the economic welfare of the community in a sustainable manner, maintaining the sustainability of social life in society, maintaining the quality of the environment, as well as inclusive development and implementing governance that is able to maintain the improvement in the quality of life from one generation to the next.[7]

Thus, Islam is facing increasingly strong globalization pressure on the demands of digital culture so that Muslim humans remain independent and ready to welcome the digitalization era. Spiritual mental strengthening can be given and prepared for living in a digitalized culture. Several studies on Islamic education in the digital era have been carried out,[8] shows that Islamic education carried out must be an activity that bridges students to achieve a good life in this world and the hereaftert. Then the research results, explained that transformation in Islamic education is in the form of education that is oriented towards future needs, Islamic education can contribute according to demands and answer the challenges of the times and as a defense in facing the era of digitalization.[9] Based on the description above, this research aims to find out Islamic education in maximizing quality digital culture in making the 2030 SDGs a success. In other words, how Islamic education controls, designing and guiding digital culture for quality education, as well as making the 2030 SDGs a success.

RESEARCH METHOD

The research methodology in this writing uses literature study. Theoretical studies of various scientific references are carried out by filtering and re-reading the literature,[10] sourced from reading materials or literature, such as books, journals, notes and other sources, and relevant according to the title of the writing with the aim of getting an overview or information about Islamic education towards quality digital culture with the use of technology in various fields of course very helpful in making it a success SDGs 2030 or supporting references to previous research. The data source for this research uses library materials such as data from Bappenas (Regional Development Planning Agency), books, journals and other internet-based information. Next, the data is classified

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[7] "Bappennas," 2021, https://sdgs.bappenas.go.id/sekilas-sdgs/.

[8] Shulhan Alfinnas, "Arah Baru Pendidikan Islam Di Era Digital. Jurnal Pendidikan Dan Manajemen Islam," *Jurnal Pendidikan Dan Manajemen Islam* 7, no. 1 (2018): 803–17, https://doi.org/10.32806/jf.v7i1.3186.

[9] Anwar Sa'dullah and Triyo Supriyanto, "Peningkatan Mutu Sumber Daya Manusia Lembaga Pendidikan Islam Berbasis Sustainable Development Goals Di Yayasan Pendidikan Anak Saleh Kota Malang," *Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2021): 182–99, https://doi.org/10.32478/evaluasi.v5i1. 634.

[10] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

into two, namely primary and secondary. Primary data sources are Bappenas data related to the topic, while secondary data is in the form of supporting journals or books from previous research.

Data collection and analysis techniques were collected using Bappenas data literature. The framework of the writing scheme, as well as the classification of research materials based on their format (research notes) was carried out in three stages. The first step is to search for Bappenas documents and verses from quality education in Islamic education. Second, researchers conduct research related to previous research such as journals, books including the results of several studies. Lastly, the last one is data processing and analysis. Content analysis collects library materials according to the explanation, followed by reading and researching the data.

RESULTS AND DISCUSSION

SDGS QUALITY EDUCATION 2030 ON THE TRANSFORMATION OF DIGITAL CULTURE IN INDONESIA

The current and future progress of a nation in various lines of life, one of which is the realization of quality education. The quality of education in Indonesia is still very low, citing the results of research from the 2019 Program For International Student Assessment (hereinafter PISA) which was published in March 2019, stating that Indonesia is ranked 49 out of 74 countries. Prof. Lant Pritchett revealed that the quality of education in Indonesia is 128 years behind developed countries with index numbers obtained through research conducted in Jakarta, not including other regions, especially frontier, remote and underdeveloped areas (abbreviated as 3T). The problem with education in Papua is not only the lack of infrastructure but the quality of teachers and students who have not yet reached a quality level. In this case, the SDGs implement a quality education program from the Papuan government in collaboration with local and international organizations by implementing several programs to achieve quality education, for example, the One Roof School Program (abbreviated SATAP), Undergraduate Program Educating in Outermost Disadvantaged Regions, and so on.[11]

Before the implementation of the Millennium Development Goals (MDGs) ended, at the 2010 UN Summit on MDGs the world development agenda had been formulated after 2015. This was strengthened in the 2012 UN Conference on Sustainable Development. This became the main driver for the preparation of the post-2015 development agenda which was agreed upon at the UN session. September 2015 by creating the 2030 agenda with the goal of Sustainable Development (TPB) / Sustainable Development Goals (thereafter SDGs). Some of the MDGs agenda that have not been achieved will be continued in the implementation of the SDGs until 2030 as a refinement of the MDGs, for example, the MDGs program only targets a reduction (half), while the continuation program of the SDGs targets to complete all goals/zero goals. Indonesia has succeeded in achieving most of Indonesia's MDGs targets, namely 49 of the 67 MDGs indicators, and must continue implementing the SDGs. Thus, making the focus point in this study among the 17 goals of the 2030 SDGs, the researchers focused on the 4th goal of quality education. Understanding the younger generation about the population through formal channels at school is expected to help them to be

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[11] Roy Eka Pribadi, "Implementasi Sustainable Development Goals (SDGs) Dalam Meningkatkan Kualitas Pendidikan Di Papua," *Jurnal Ilmu Hubungan Internasional* 5, no. 3 (2017): 917–32.

able to prepare themselves to have population-oriented knowledge, understanding, awareness, experience, and attitudes. The younger generation will help achieve the SDGs targets in 2030.[12]

Thus, it is hoped that the role of education will be able to increase Indonesia's competitiveness in supporting the 2030 SDGs, one of which is; ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including, inter alia, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of cultures of peace and non-violence, citizenship global and respect for cultural diversity and the contribution of culture to sustainable development.[13] The challenge of quality education requires educators and schools to be more creative, innovative, and inspiring in designing quality learning activities to welcome the digitalization era. Educators as the main key to the success of human resources are not only productive but also superior and religious. With this, the government's efforts to work together to educate the next generation by preparing the quality of education and efforts to improve competency, change mindsets, and teacher welfare.[14]

The challenge of quality education requires educators and schools to be more creative, innovative, and inspiring in designing quality learning activities to welcome the digitalization era. Educators, as the main key to the success of human resources, are not only expected to be productive but also to excel and embody strong ethical values.Educators should adopt modern teaching methods that leverage digital tools to create engaging and interactive learning experiences. This includes incorporating multimedia resources, virtual labs, and online collaboration platforms to facilitate a deeper understanding of subjects. Continuous professional development programs are essential for educators to stay updated with the latest educational technologies and pedagogical approaches. Training sessions, workshops, and certifications can help teachers enhance their skills and adapt to new teaching environments.

The curriculum should be updated to include topics on sustainable development, digital literacy, and global citizenship. Integrating these subjects into the core curriculum will ensure that students are well-equipped with the knowledge and skills needed for the future. Creating an environment that fosters creativity, critical thinking, and problem-solving is crucial. Schools should provide access to modern educational tools, safe and inclusive spaces for learning, and support systems for both students and teachers. Encouraging collaborative projects and group work helps students develop teamwork and communication skills. Digital platforms can facilitate collaboration among students from different regions, promoting cultural exchange and global understanding.

Improving the welfare of teachers through better salaries, benefits, and working conditions is vital. When teachers are well-compensated and valued, they are more motivated and capable of delivering high-quality education. The government should invest in programs that enhance the competencies of educators. This includes providing access to advanced degrees, specialized training programs, and opportunities for career advancement. Encouraging a growth mindset among educators and students is essential for embracing change and innovation. Campaigns and initiatives that promote lifelong learning and adaptability can help shift mindsets towards

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[12] Muhammad Ancha Sitorus, "Integrasi Pendidikan Kependudukan Kedalam Kurikulum Dalam Rangka Pencapaian Target Sustainable Development Goals (SDGs) Di Indonesia" (Seminar Nasional Tahunan Pendidikan Ilmu-Ilmu Sosial, Medan, 2017), http://digilib.unimed.ac.id/id/eprint/27320.

[13] "Bappennas."

[14] Regina Ade Darman, "Mempersiapkan Generasi Emas Indonesia Tahun 2045 Melalui Pendidikan Berkualitas," *Penelitian Bidang Komputer Sains Dan Pendidikan Informatika: Jurnal Edik Informatika* 3, no. 2 (2017): 73–87, http://dx.doi.org/10.22202/jei.2017.v3i2.1320.

continuous improvement. Building and upgrading educational infrastructure to support digital learning is crucial. This includes ensuring that schools have reliable internet access, modern classrooms, and up-to-date technological resources. Engaging the local community in educational initiatives can enhance support for schools and create a more holistic educational environment. Parents, local businesses, and community leaders can contribute to educational programs and activities. Forming partnerships with international educational organizations and institutions can bring global perspectives and best practices to Indonesian education. Exchange programs, joint research projects, and international conferences can facilitate knowledge sharing and collaboration.

In the case of the HDI (Human Development Index in West Kalimantan), it obtained a score of 65.88 with a rating of 29 out of 34 provinces in Indonesia (data for 2018). The factors that affect the high and low HDI numbers are due to several phenomena/things. But if you pay attention to the main problems faced education is currently education. The infrastructure, both educational facilities and infrastructure in the areas of West Kalimantan, seem to be concerned and there is an impression that there is potential that could worsen school enrollment rates and the average length of study has slowed progress, and low awareness of the community studying knowledge, is a factor that can disrupt the pace of HDI in the province The government's efforts to achieve the SDGs target in the education sector, especially in West Kalimantan, the Sekayam sub-district with educational conditions that are not evenly distributed in Indonesia, but the quantity of MDGs has met the target Central and local government efforts to improve quality the development of education with good quality human resources through education will be very beneficial for the quality of Indonesia's development towards the 2030 SDGs.[15]

The success of SDGs consists of 2 things, namely through physical and non-physical investment. The most important investment has a long-term impact (physical investment) but has a large impact through quality human resources. So, it can increase the capacity and capability of a country's population in realizing the 2030 SDGs. HR is a core aspect of a country. Education is a medium for operating the realization of quality human resources as a whole for the advancement of digital technology. Given the global conditions, it is necessary to prepare innovative, creative, and capable resources for various circumstances and environments.[16] Education serves as the key medium for developing quality human resources. It is essential for advancing digital technology and equipping individuals with the skills needed to thrive in an increasingly complex and interconnected world. High-quality education systems foster innovation, creativity, and adaptability, enabling individuals to navigate and excel in various circumstances and environments.

In light of global conditions, there is an urgent need to prepare a workforce that is not only knowledgeable and skilled but also innovative, creative, and capable of addressing diverse challenges. This preparation involves several key strategies: Comprehensive Education Systems: Strengthening education systems at all levels—from primary to tertiary education—ensures that individuals receive a strong foundation of knowledge and skills. Emphasis should be placed on

[15] Aditya Darmawan Sudagung and dkk, "Upaya Indonesia Mencapai Target Sustainable Development Goals Bidang Pendidikan Di Kecamatan Sekayam Kabupaten Sanggau Kalimantan Barat (2014-2019)," *Jurnal Polinter Prodi Ilmu Politik FISIP* 5, no. 1 (2019): 1–27, https://doi.org/10.52447/polinter.v5i1.2389.

[16] Anwar Sa'dullah and Triyo Supriyanto, "Peningkatan Mutu Sumber Daya Manusia Lembaga Pendidikan Islam Berbasis Sustainable Development Goals Di Yayasan Pendidikan Anak Saleh Kota Malang."

STEM (science, technology, engineering, and mathematics) education, as well as critical thinking, problem-solving, and digital literacy. Lifelong Learning: Promoting lifelong learning opportunities enables individuals to continually update their skills and knowledge in response to evolving technological and economic landscapes. This includes vocational training, online courses, and adult education programs that are accessible to all.

Innovation and Creativity: Encouraging a culture of innovation and creativity within educational institutions fosters an environment where new ideas can flourish. This can be achieved through project-based learning, interdisciplinary studies, and support for research and development activities. Digital Skills and Literacy: As digital technology becomes increasingly integral to all aspects of life, it is crucial to equip individuals with the necessary digital skills and literacy. This includes coding, data analysis, cybersecurity, and understanding the ethical implications of technology use. Inclusive and Equitable Education: Ensuring that education is inclusive and equitable is vital for reaching all segments of the population, including marginalized and disadvantaged groups. This can be achieved through targeted policies and programs that address barriers to education and promote equal opportunities for all.

Global Competence: Preparing individuals to be globally competent involves fostering an understanding of different cultures, languages, and global issues. This equips them to collaborate effectively across borders and contribute to global solutions. Public-Private Partnerships: Collaboration between the public and private sectors can enhance educational outcomes by providing resources, expertise, and opportunities for practical experience. Partnerships with technology companies, for instance, can help integrate cutting-edge tools and platforms into the learning process. Policy Support and Investment: Governments must prioritize education in their policies and allocate sufficient resources to support educational initiatives. This includes investing in infrastructure, teacher training, curriculum development, and technology integration. By focusing on these strategies, countries can build a robust and resilient workforce capable of driving sustainable development and achieving the SDGs. Quality human resources are not only essential for economic growth but also for addressing social, environmental, and technological challenges, ultimately contributing to a more equitable and sustainable future for all.

It can be seen that digital transformation is an evolution that occurs by involving the power possessed, including utilizing existing digital technology (digital media). Several factors drive digital transformation, including[17]; changes in regulations, changes in competition, shifts (disruptions) to digital forms, and changes in consumer behavior and expectations.[18] Digital transformation has formed a lot of new orders with the existence of digital culture for the presence of information which has finally changed the culture in society, especially in terms of establishing communication by sending correspondence, but with the presence of information technology has finally changed the culture in society in terms of establishing communication, which is done through platforms (digital media). This cultural change has had a positive impact on society because it can establish communication without boundaries between space and time. However, technological advances can be seen negatively when people rarely communicate face-to-face, so they are feared to be away from their surroundings. With the transformation of digital culture, it

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[17] Hadion Wijoyo and dkk, *Transformasi Digital Dari Berbagai Aspek* (Solok: Insan Cendekia Mandiri, 2021).
[18] Muhammad Darwis Dasopang et al., "Transformative Islamic Education at Islamic Boarding School in South Tapanuli," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 3768–75, http://www.journal.staihubbulwathan.id/index.php/alishlah/article/view/3531.

appears as a new phenomenon such as individualization, transparency, intellectualization with the surrounding environment, which becomes a prominent trend and characterizes aspects of culture.[19]

Developments that are occurring at this time have consequences for changes in human behavior and behavior from time to time. This has also changed the development of the education system globally and in the world, especially Indonesia. Changes can be seen from changes in the education system consisting of curriculum, teaching and learning, student development, ways of learning/teaching methods, learning tools, infrastructure, and alumni competence from time to time. Education 4.0 (all-digital mass education) seeks to integrate technology both physically and non-physically into meaningful learning. Thus, students must face digital challenges directly. Phenomena in education occur namely creativity. Education 4.0 will respond to the needs of the industrial revolution and seek to align humans and machines in order to find solutions, solve problems and of course find new innovations. In the digitalization era, there are many disturbances caused by the many changes that have occurred in various aspects of people's lives. It is unavoidable that this digital era also has an impact on Islamic education. In this case, Islamic education is a conscious effort to direct the growth and development of students with all the potential bestowed by Allah to them, so that they are able to carry out the mandate as caliphs on earth and serve Allah SWT.[20]

OPTIMIZING ISLAMIC EDUCATION FOR DIGITAL CULTURAL TRANSFORMATION IN THE SUCCESS OF THE 2030 SUSTAINABLE DEVELOPMENT GOALS (SDGS)

In Indonesia, the positive trend of Islamic education is quite a concern. Has the characteristics of openness and is at the forefront of offering a tolerant religious conception. That way, the openness of Islamic education in Indonesia encourages transformation in various skills and life skills. The recent development of madrasas and Islamic schools has shown a positive side, where the government is paying serious attention to equating madrasas with other public schools. Islamic education is an effort to increase madrasas and Islamic boarding schools. There is often a kind of collaboration between the government and the community in the implementation of Islamic education in Indonesia. Programs for Islamic educational institutions, such as the self-sufficiency of Islamic boarding schools by equipping their students with computer skills, graphic design, and other skills. Thus, Islam should be able to give birth to innovations in Islamic education along with changes in the digital era by cooperating with the younger generation to participate in it. By continuing to strive for moral values, both spiritually and in behavior, as well as actions that can calm human life.[21]

Harmony and integration between knowledge, attitudes, and skills education is closely related to the concept of Ibn Taimiyah, namely combining qira'ah / reading, understanding, contemplating, and studying. Revelation with qira'ah (reading, studying, researching, and studying natural phenomena), including social and educational phenomena. With the development of

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[19] Ieke Wulan Ayu, Zulkarnaen, and Syarif Fitriyanto, "Budaya Digital Dalam Tranformasi Digital Menghadapi Era Society 5.0," *Jurnal Pengembangan Masyarakat Lokal* 5, no. 1 (2022): 20–25, https://doi.org/10.58406/jpml.v5i1.922.

[20] Ahmad Sabri, *Pendidikan Islam Menyongsong Era Industri 4.0* (Sleman: Deepublish, 2020).

[21] Arif Rahman, *Pendidikan Islam Di Era Revolusi Industri 4.0* (Yogyakarta: Komojoyo Press, 2019).

scientific integration and synergy between the realms of knowledge and character, it will produce graduates who are able to adapt in this era of disruption (this era of digitalization).[22] With Islamic education with character, it is hoped that in the future this nation will be ready to welcome education 4.0 with an emphasis on excellence in life skills so that it becomes a competitive nation. Therefore, character education becomes very important in an era without barriers and boundaries, because character shows national identity, the strength of a country, and unity, and the unity of the country becomes our human being, by the goals of national education itself.[23]

The focus of this research is on the first pillar, namely social development/goal 4 in the SDGs, namely equal quality education, inclusive education, and supporting lifelong learning opportunities for every individual. Education is the most important foundation in creating human resources, education can provide benefits in developing insights into knowledge, social values, and culture to improve the quality of life, and achieve prosperity.[24] Meanwhile, Indonesia has experienced a large proportion of the productive age population, with the demographic bonus being a golden opportunity for a country to enjoy, as a result of the large proportion of the productive population aged 15-40 years in its population evolution. Thus, it becomes an obligation for a country to carry out the development of its young generation as a future asset. In Indonesia, the youth movement has implications for the increasingly important position of youth in the context of demographic bonuses as intellectual capital for a great nation. Thus, Indonesia's momentum in utilizing youth as future leaders of the nation is a necessity. Patterns of joint movement that can be carried out in improving the quality of youth through improving education, skills, health, and the ability of the nation in preparing programs for developing the potential of youth resources which are a priority for the progress of the nation.[25]

Quality education is expected for the progress of a nation, education is not just a means of agent of change, but must become an agent of producer, in order to create a real transformation. Education which becomes the benchmark is not solely in formal education, but what is intended as education must change the mindset, as well as the point of view of the nation's children who will become the nation's successors. Innovative and quality education will encourage one's creativity, especially the younger generation to hone their curiosity as individuals who will later innovate, give a role,[26] and significant contribution to implementing the SDGs concept with what each country wants to achieve to achieve the highest level of progress.[27]

Along with technological advances, the concept of literacy emerges with the dominance of the media in human life which transfers data and information that humans use to carry out their daily lives. Media literacy activists and educational planners to be integrated into the curriculum

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[22] Ahmad Sabri, *Pendidikan Islam Menyongsong Era Industri 4.0.*

[23] Anwar Sa'dullah and Triyo Supriyanto, "Peningkatan Mutu Sumber Daya Manusia Lembaga Pendidikan Islam Berbasis Sustainable Development Goals Di Yayasan Pendidikan Anak Saleh Kota Malang."

[24] Andhini Ardhiya, Ria Audina, and Kharisma Laila Ramadani, "Peran Konselor Dalam Mewujudkan Pendidikan Berkualitas Menuju SDGs 2030," 2022, 176–87, https://vicon.uin-suka.ac.id/index.php/icigc/article/view/692.

[25] Syarifah Gustiawati Mukri, "Menyongsong Bonus Demografi Indonesia," *Adalah: Buletin Hukum Dan Keadilan* 2, no. 6 (2018): 51–52, https://doi.org/10.15408/adalah.v2i6.8223.

[26] Alvira Oktavia Safitri and dkk, "Upaya Peningkatan Pendidikan Berkualitas Di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs)," *Jurnal Basicedu* 6, no. 4 (2022): 7096–7106, https://doi.org/10.31004/basicedu.v6i4.3296.

[27] Husni Thamrin, "Educational Aspects in Efforts to Realize SDGs in Indonesia," *Journal of Advances in Education and Philosophy* 11, no. 4 (2020): 473–77, https://doi.org/10.36348/jaep.2020.v04i11.007.

which aims to create humans who can function well in the information age. So, the way people communicate, collaborate, create work, solve problems, and consume information. Society must learn to use digital technology to achieve successful learning. Currently, digital transformation opens up a whole new space for education and learning and can be widely accessed via the Internet. In achieving quality education by combining or incorporating various web-based technologies in achieving goals, for example, blended learning.[28] There are 3 main components of the blended learning model for digital transformation in the concept of quality education, including[29]; traditional class (face-to-face in class for example), self-study learning (students learn the material and communicate with teachers in distance learning, and find material through resource maps, search for educational information on local to global networks), and distance learning (learning with the help of distance learning systems, digital media collaboration between students and teachers).

Technological progress or in other words, industry 4.0 disruption with change is unavoidable even in the education industry. Thus, making the term education 4.0 (digital transformation) a network ecosystem for further education that helps people gain the skills and knowledge they need for this digitalization era. Education 4.0 is a way of teaching technology that emphasizes creativity in the industrial era 4.0. Digital transformation certainly cannot be separated from digital activities. Transformation into today's digital world is a must and this event is a form of evolution. The COVID-19 pandemic has played a role in accelerating the flow of digitalization for economic and industrial growth. Even the SDGs program emphasizes technology and connectivity. By utilizing internet technology, connectivity from one part to another can occur. As for education 4.0 in the category of learning content (innate mechanism for skill adaptation) with characteristics in the form of global citizenship skills innovation and innovation skills, as well as individual skills Creativity.[30]

Digital transformation is intrinsically linked to digital activities, making the transition to today's digital world essential. This transition is part of an evolutionary process. The COVID-19 pandemic has significantly accelerated the digitalization of economic and industrial sectors, including education. The SDGs program also emphasizes the importance of technology and connectivity. Internet technology facilitates connectivity across various regions, promoting seamless communication and interaction. Education 4.0 involves the adaptation of learning content to meet the demands of the digital age. This includes incorporating digital literacy, coding, data analysis, and other tech-related subjects into the curriculum. The goal is to prepare students for the future workforce by equipping them with relevant skills.

Emphasizing global citizenship skills is crucial in Education 4.0. This involves teaching students about cultural diversity, international relations, and global issues such as climate change and human rights. These skills are essential for fostering a sense of global responsibility and understanding. Innovation and creativity are at the heart of Education 4.0. Educators are encouraged to create learning environments that stimulate critical thinking and problem-solving. Project-based learning, hackathons, and innovation labs are examples of activities that can inspire creativity and innovative thinking among students. Education 4.0 also focuses on developing

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[28] Hadion Wijoyo and dkk, *Transformasi Digital Dari Berbagai Aspek*.
[29] Janner Simarmata and dkk, *Inovasi Pendidikan Lewat Transformasi Digital* (Medan: Yayasan Kita Menulis, 2019).
[30] Jamaludin, *Transformasi Digital Era Disrupsi Industri 4.0* (Jambi: Yayasan Kita Menulis, 2022).

individual skills such as self-management, adaptability, and lifelong learning. These skills are necessary for personal and professional growth in an ever-changing digital landscape.

Education 4.0 also focuses on developing individual skills such as self-management, adaptability, and lifelong learning. These skills are necessary for personal and professional growth in an ever-changing digital landscape. The integration of digital tools and resources in the curriculum supports these goals by providing students with flexible learning opportunities and access to a vast array of information and learning materials. Furthermore, Education 4.0 promotes personalized learning experiences. By leveraging data analytics and AI, educators can tailor educational content and strategies to meet the unique needs and learning styles of each student. This individualized approach not only enhances student engagement and motivation but also ensures that all learners can achieve their full potential. In addition, collaboration and communication skills are emphasized in Education 4.0. In a connected world, the ability to work effectively in diverse teams and communicate across cultural and geographical boundaries is paramount. Activities that foster teamwork, such as group projects and international exchange programs, are integral to developing these competencies.

Finally, Education 4.0 recognizes the importance of ethical and responsible use of technology. As digital natives, students must be taught to navigate the digital world safely and responsibly, understanding issues related to digital privacy, cybersecurity, and the ethical implications of technology use. In conclusion, Education 4.0 is a holistic approach that prepares students not only for the future job market but also for active and responsible participation in a global society. By fostering global citizenship, creativity, adaptability, and ethical use of technology, Education 4.0 equips students with the skills and mindset needed to thrive in the 21st century.

CONCLUSION

It can be concluded that Islamic education in digital cultural transformation is able to contribute in accordance with the developments and challenges of the times as well as being a bulwark in facing the ongoing moral decadence. By emphasizing quality education, it is hoped that overall quality human resources will be created for the advancement of digital technology. In Indonesia, the youth movement has implications for the increasingly important position of youth in the context of the demographic bonus as intellectual capital for a great nation. Considering global conditions, it is necessary to prepare innovative, creative resources that are capable of dealing with various conditions and environments. Thus, the support of digital technology can help realize in the education sector a significant contribution to implementing the SDGs concept with what every country wants to achieve in achieving the highest level of progress. So, it can increase the capacity and capability of a country's population in realizing the 2030 SDGs. Digital technology enables the creation of online learning platforms that provide access to quality education regardless of geographical barriers. This inclusivity helps in achieving SDG 4, which focuses on ensuring inclusive and equitable quality education for all. Mobile Learning: Mobile technology facilitates learning on-the-go, making education accessible to people in remote areas who might not have access to traditional educational institutions. Continuous Education: Digital platforms offer courses and resources for continuous education, allowing individuals to upskill and reskill throughout their lives. This aligns with the SDG target of promoting lifelong learning opportunities for all. Microlearning and MOOCs: Microlearning modules and Massive Open Online Courses (MOOCs) provide flexible learning options that cater to the needs of diverse learners.

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