

Questioning the Importance of Strengthening Students' Academic Resilience in a Holistic Approach to Islamic Education in the Era of Society 5.0

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ABSTRACT

The era of Society 5.0, which integrates technological advances with aspects of human life, demands significant educational changes. One of the main challenges students face is the increasing academic and social pressure, which requires academic resilience. Islamic education with a holistic approach offers its solution to strengthening students' spiritual, emotional, social, and cognitive aspects. This article discusses the importance of strengthening students' academic resilience through a holistic approach in Islamic education to face the challenges of the Society 5.0 era. This research uses the method of literature review and concept analysis relevant to the context of modern Islamic education. The results of this study show that a holistic approach that integrates Islamic spiritual and moral values can provide a strong foundation for the development of students' academic resilience in warding off academic problems and even academic stress, it allows students to face the pressures and challenges in the era of fast-paced and instant technology. Strategies that can be applied such as balanced curriculum development, emotional intelligence training, student-centered learning approaches, social support through learning communities, the establishment of a supportive and integrated learning environment, increased Teacher competence in holistic education, and assessments that prioritize holistic development. The conclusion shows that holistic Islamic education is very relevant in forming students who are not only academically superior (cognitive) but also emotionally, socially, and spiritually to make students resilient in facing the challenges of changing times in the era of Society 5.0 while still upholding Islamic moral values.

Keywords: Academic Resilience; Islamic Education; Society 5.0; Holistic Approach; Academic Stress

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INTRODUCTION

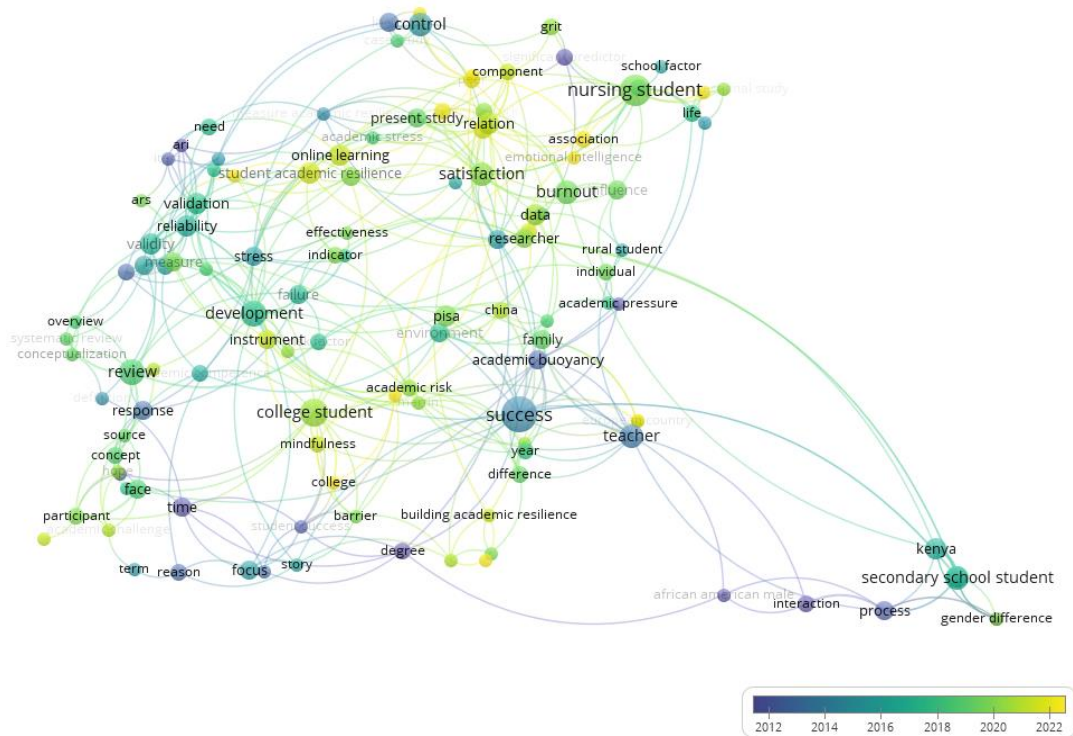
The Society 5.0 era was first introduced by the Japanese government which prioritizes the integration and collaboration between advanced technologies, such as artificial intelligence (AI), Internet of Things (IoT), big data, and even robotics with the social dimension of society (Calp & Bütüner, 2022; Rusdi, 2024). In this era, it is inevitable that society is experiencing a rapid technological transformation, which not only penetrates the industrial and economic sectors, but also affects how humans interact, work, and learn. In the context of education, the transformation brought by

Society 5.0 poses unprecedented challenges (Ruskandi et al., 2021; Said & Massignon, 2010), especially in terms of how to prepare students to adapt and succeed in an environment full of uncertainty and rapid change.

One of the main challenges in the Society 5.0 era is the need to build academic resilience in students. Academic resilience is the ability of students to survive and rise from academic difficulties, maintain motivation to learn, and overcome stress or pressure that arises in the learning process (Wahidah, 2019). According to Mudrikah et al. (2022) in a fast-paced and technology-driven era, students are faced with various new challenges such as mastery of digital technology, increasingly high academic pressure, and increased expectations of critical thinking, innovation, and complex problem-solving.

Research on academic resilience has been carried out with various themes and variations, but there have not been many studies in Islamic education so this needs to be questioned to strengthen academic resilience in the realm of Islamic Education. This is reinforced by the results of a search of previous research conducted through the Publish or Perish 8 software and VOSviewer 1.6, by searching databases indexed in Scopus, Semantic Scholar, and Google Scholar. So, the results of bibliometric analysis visualization related to research relevant to academic resilience are as follows.

Figure 1. Visualization of Academic Resilience Research Searches



Sources: Software Publish or Perish 8 dan VOSviewer 1.6,

Academic resilience is not only about students' cognitive ability in completing academic tasks, but involves emotional, social, and spiritual aspects. Students are expected to be not only intellectually smart but also emotionally and spiritually resilient, having a greater chance of succeeding in the Society 5.0 era (Puspa et al., 2023). However, unfortunately, many education systems in the world still focus on academic achievement alone (Sumiyati, 2016), without giving enough attention to the development of other aspects that are also essential in the formation of academic resilience.

This is where Islamic education can play an important role. Islamic education, with its holistic approach, offers solutions that can strengthen students' academic resilience. The holistic approach in Islamic education focuses not only on developing intellectual abilities, but also on moral, spiritual, social, and emotional development (Amrullah, 2023; Azmiy & Muhith, 2024). Islamic education seeks to create a balanced individual, who is not only good at the sciences of the world, but also has good morals, is strong in faith, and can manage emotions and interact socially well.

In the realm of Islamic education, learning does not only aim to achieve academic achievement, but also to create a complete human being, or what in Islam is referred to as *insan kamil*. *Insan Kamil* is a human being who achieves perfection in all aspects of life: spiritual, intellectual, emotional, and social (Ali, 2017). In this context, a holistic approach in Islamic education is very relevant in preparing students to face the challenges of the Society 5.0 era, where technology and material progress must always be balanced with strong moral and spiritual values.

In the Society 5.0 era, technology plays a central role in the learning process. Artificial intelligence, online learning platforms, and big data-based learning systems provide great opportunities for education to become more effective and efficient. However, the use of these technologies also brings risks to students. Over-reliance on technology can reduce students' ability to think critically and independently. More so, unwise use of technology can lead to social alienation, anxiety, and stress, especially when students do not have enough emotional skills to manage the pressures that arise from the use of such technology.

Therefore, Islamic education has a very important role in guiding students to use technology wisely, as well as to ensure that technology is used as a tool to strengthen morality and spirituality (Rahma et al., 2024), not to undermine these values. A holistic approach in Islamic education can help students to understand that technology should be used as a means to achieve higher goals, namely common good and true happiness based on religious and human values.

Understanding the importance of education centred on the formation of the whole person, many Islamic educational institutions have started to implement a holistic approach in their curricula. However, the challenges faced by these institutions are not light. They must face the dilemma between keeping up with the rapid technological developments in the Society 5.0 era, while still maintaining traditional Islamic values rooted in simplicity, discipline, and a life filled with spiritual meaning.

METHODS

This research uses the literature review method and conceptual analysis with a qualitative approach (Hildawati et al., 2024). The data used in this article comes from various literature sources related to Islamic education, academic resilience, and the concept of Society 5.0. The literature used includes scientific journals, books, and reports from Islamic education institutions. This research does not use primary data but explores findings from existing literature as the basis to identify the basic principles of a holistic approach in Islamic education and analyze its relevance in the context of the Society 5.0 era.

FINDINGS AND DISCUSSION

In recent years, various studies have shown that Islamic educational institutions have started to adopt a holistic approach in their curriculum, especially in the era of Society 5.0 (Suryani & Dewi, 2024). The main objective is to integrate 21st century skills, technology and spiritual values-based education. However, these institutions face great challenges in maintaining a balance between technological advancement and keeping a strong traditional Islamic identity.

According to research published at an international conference, one of the main challenges is the readiness of Islamic institutions to adopt technology. Islamic education is often considered too focused on the past, making it less able to deal with future needs such as critical thinking skills, data literacy and technology (Fauziah et al., 2023; Rozza et al., 2024).

Islamic educational institutions need to introduce '4C' skills (Critical thinking, Communication, Collaboration, Creativity) as well as technology and data-based literacy to face the challenges of Society 5.0. In addition, the cultivation of spiritual values and Islamic character remains a priority in overcoming the materialistic lifestyle that is increasingly prominent in this era (Rozza et al., 2024). Another challenge faced is the implementation of a holistic curriculum that retains values such as discipline and simplicity, while incorporating technological elements. Research suggests that many Islamic institutions, including Islamic boarding schools, have integrated digital technology to support learning, but difficulties arise in maintaining the essence of education that focuses on spiritual and moral significance (Dinanti et al., 2024). This research confirms that despite progress in curriculum modernisation, Islamic institutions still face the dilemma of maintaining a balance between technological advancement and traditional Islamic values (Fauziah et al., 2023; Rozza et al., 2024).

1. Society 5.0 and the Challenge of Islamic Education

Society 5.0 is an era in which digital technology is fully integrated into human life, with the expectation that technology can help solve various social problems (Imawan et al., 2023). However, Society 5.0 also brings significant challenges to education, including increased pressure on students to adapt to new technologies, artificial intelligence, and big data-based ways of working. In this context, Islamic education

faces great challenges in maintaining the relevance of spiritual and ethical values while adapting to rapid technological developments.

The transformation of education in the era of Society 5.0 enables the implementation of more personalized, data-driven, and adaptive learning, where technologies such as AI can tailor teaching materials and methods to the individual needs of learners. However, the challenge is how Islamic education can integrate these technologies without compromising the spiritual and moral aspects that are the foundation of Islamic education.

A study by Hidayat (2021) revealed that technology integrated into education can trigger higher levels of stress in students, especially in terms of demands for faster academic achievement and intensified competition. However, students who have academic resilience tend to be better able to manage this stress and stay focused on their long-term goals.

Table 1. Student Challenges in Islamic Education in the Era of Society 5.0

Technology Integration	Challenges in utilising technology effectively within the boundaries of Islamic ethics & values (AlJahsh, 2024).
Digital divide	Can exacerbate educational inequalities and affect students' ability to learn (Pierce & Cleary, 2024).
Value and Moral Change	Shifting social values due to globalisation and social media, dilemmas in maintaining Islamic values (Tolchah, 2019).
Character Development	Education should focus on character and moral development, not just academic achievement (Lapsley & Woodbury, 2016).
Mental Health	Increased academic stress and student mental health disorders (Długosz & Liszka, 2021).

Such challenges can affect students' mental and emotional well-being, especially if they do not have strong academic resilience. Islamic education with its holistic approach has great potential to equip students with the ability to face these challenges through the strengthening of stable spiritual and emotional values.

2. Student Academic Stress in Modern Education

Academic stress is an increasingly relevant phenomenon in the context of modern education. This stress arises as a student responds to various pressures faced in the academic environment, such as high academic demands, competition, and expectations from teachers and parents (Hardjo, 2021), assignments, exams, and academic achievement. Students who experience academic stress tend to face various problems, both physical, emotional, and psychological (Barseli et al., 2017).

Stress arises when a person feels that the demands received exceed their capacity to cope. In the context of Islamic education, academic stress can arise from the

challenge of balancing the demands of the academic curriculum and religious education, which prioritizes moral and spiritual development.

In Islamic education, in addition to general academic pressures, there are also pressures to adhere to religious ethics and norms that are integrated into the learning process. This often adds to the complexity of the source of stress for students, especially in terms of the demands to practice religious teachings amidst high academic demands.

As mentioned above, academic stress certainly has various causal factors that contribute to the context of Islamic education. Furthermore, some of them can be explained as follows:

a. Academic and Religious Demands

In Islamic educational institutions, students are often faced with a dual curriculum, namely the general curriculum and the religious curriculum. The obligation to study general science alongside the study of the Qur'an, hadith, fiqh, and other religious subjects can increase students' learning load (Supriyadi, 2024). This can lead to academic stress, especially if students find it difficult to manage their time or understand complex religious materials.

b. Social and Family Expectations

Students in Islamic educational institutions often feel pressure from family and society to not only excel academically but also demonstrate behavior that follows Islamic teachings. The expectation to be a pious and noble student, coupled with academic demands, can be an additional burden that causes stress (Utama, 2018).

c. Academic Competition

Competition among students to achieve the best academic performance is also a factor that can trigger stress (Haq et al., 2024). In Islamic education, academic value and achievement are not only viewed from the perspective of intelligence but also in terms of morality and spirituality. This combination of academic competition and moral pressure can increase students' psychological strain.

d. Lack of Emotional Support

The absence of adequate emotional support from the school and family environment can also exacerbate academic stress conditions (Salsabila, 2024). In many cases, Islamic educational institutions focus more on cognitive and spiritual aspects rather than providing counseling services to help students cope with emotional distress. This leads to students feeling isolated and lacking guidance in managing the stress they experience.

Poorly managed academic stress can hurt students' physical, and psychological health and academic performance. The following is an explanation of some of the impacts of academic stress is not managed properly:

a. Mental Health Impairment

Students who experience academic stress are at risk of anxiety disorders, depression, and various other mental health problems Sari & Susmiatin

(2023). In the context of Islamic education, feelings of failure to fulfill religious and academic expectations can exacerbate this condition, leading to guilt, or even a spiritual crisis.

b. Decreased Academic Performance

Prolonged academic stress often leads to a decline in academic performance. Students may have difficulty concentrating, remembering information, or even lose motivation to learn (Safitri & Jusra, 2021). In Islamic education, where moral values are heavily emphasized, academic failure is often attributed to spiritual weakness, which can increase students' mental distress.

c. Social and Emotional Difficulties

Students who experience academic stress tend to withdraw from the social environment, both at school and outside school. They may find it difficult to build healthy relationships with peers, teachers, or even family members (Bobyanti, 2023). This social isolation often exacerbates stress levels and leads to more serious emotional problems.

3. Holistic Approach in Islamic Education

In the Islamic tradition, the concept of education does not only focus on the acquisition of worldly knowledge, but also includes moral development and purification of the soul (*tazkiyat al-nafs*). The Qur'an and hadith emphasise the importance of a balance between knowledge and charity, and between the use of the mind and the heart. Al-Ghazali revealed that the purpose of education is to bring man to the knowledge of God and achieve happiness, both in this world and in the hereafter (Tambak, 2011).

Islamic education from the beginning has adopted a holistic approach that emphasises the balance between the development of the spiritual, intellectual, social and emotional aspects of learners. The Qur'an and Hadith provide comprehensive guidance, where each individual is nurtured to become a person who is not only intellectually intelligent, but also has noble morals, social sensitivity, and the ability to control his or her emotions.

The holistic approach in Islamic education aims to create individuals who are balanced in living worldly and ukhrawi lives, so that they can face various challenges, including those caused by the development of modern technology. The spiritual aspect is at the core of the entire Islamic education process. The learning process is not only directed at improving cognitive abilities but also at forming good character and strengthening spiritual relationships with God. According to Mujib (2015), the spiritual aspect of Islamic education provides meaning and direction for all human actions.

Morals are also an important component in Islamic holistic education. Islamic education teaches that noble morals (*al-akhlāq al-karīmah*) should be the top priority in every level of education, both formal and non-formal (Nasucha, 2019). The knowledge gained must be practiced with full social and moral responsibility.

The implementation of a holistic approach in Islamic education requires a curriculum that not only focuses on intellectual development but also provides space for spiritual and moral development. Education that integrates the teachings of the Qur'an and hadith, as well as habituation in worship, is an effective method to produce a complete human being. Teachers, such as Murabbi, play an important role in influencing the holistic development of learners.

According to Helandri and Supriadi (2024), an educational environment that supports the contextual application of Islamic values is very important so that learners can apply spiritual and moral values in their daily lives. The holistic approach in Islamic education sees students as whole individuals, who need comprehensive development in spiritual, emotional, social, and cognitive aspects (Utomo & Rizqa, 2024). This is in line with the philosophy of Islamic education which emphasizes the balance between worldly and ukhrawi knowledge (Alfiah, 2020). Consistent spiritual development can strengthen academic resilience by teaching values such as patience, tawakkal, and sincerity in facing challenges.

4. Academic Resilience dalam Pendidikan Islam

Academic resilience refers to the ability of students to survive and thrive amidst academic challenges. In Islamic education, this concept not only focuses on worldly resilience, but also spiritual, which is based on values from the Qur'an and Hadith (Herwati, 2024) associated with the concepts of ikhtiar, patience, tawakkal, ikhlas, and qana'ah, all of which play an important role in building students' mental and academic resilience.

For example, in Surah 29, Al-Ankabut verse 69, it is explained people who endeavored to seek Allah's pleasure: *"As for those who struggle in Our cause, We will surely guide them along Our Way. And Allah is certainly with the good-doers."* (QS. Al-Ankabut: 69). In the context of academic resilience, this verse can be interpreted as a motivation for a Muslim to persevere in studying, overcome challenges, and keep making efforts with enthusiasm despite facing difficulties.

Furthermore, the arguments that illustrate the basic principles of resilience in the view of Islam, where each individual has the capacity given by Allah to face challenges, one of which is found in Surah Al-Baqarah verse 286 states that *"Allah does not require of any soul more than what it can afford..."* (QS. Al-Baqarah: 286). This verse is also related to qana'ah because it teaches that every human being has their capacities. Qana'ah in this case is accepting the fact that a person's efforts and abilities have limits, and that is part of Allah's provisions. In academics, this helps students not to burden themselves with excessive pressure, but still try their best according to their capacity.

Furthermore, academic resilience in Islamic education does not only refer to students' ability to overcome academic difficulties but also to the formation of mental and spiritual resilience. Islam teaches the importance of patience (*Sabr*) and Tawakkal (submission to Allah) as the key to facing difficulties. In an educational context, this is translated into an effort to teach students the importance of accepting challenges as

part of a learning process based on faith. Hadith narrated by Anas bin Malik, that Rasulullah SAW said: "Whoever takes the path to seek knowledge, Allah will make easy for him the path to heaven." (HR. Muslim). This hadith shows the importance of perseverance in seeking knowledge, which is one aspect of resilience.

The arguments in the Qur'an and Hadith provide many instructions about the importance of patience and perseverance in facing difficulties. Apart from the verses that have been mentioned, there is also Surah Al-Insyirah verses 5-6 which states, "So, surely with hardship comes ease. Surely with (that) hardship comes (more) ease. (QS. Al-Insyirah: 5-6)" Verse This is often used as a basis for teaching the importance of resilience, that difficulties are part of the tests that bring ease in the future.

Conceptually in Islam, a Muslim should have to be resilient according to the Hadith narrated by Muslims: "A strong believer is better and more loved by Allah than a weak believer, even though both have good things. Try to obtain what is useful for you, ask Allah for help, and don't feel weak." (HR. Muslim). Strong Muslims are those who can face life's challenges with enthusiasm and patience. Resilience in Islam means trying to achieve useful things ("try to obtain what is useful for you") as well as always asking for Allah's help because human strength comes from belief in Him.

In addition, the Prophet emphasized the importance of not feeling weak or hopeless ("and do not feel weak")—meaning, a Muslim must always try, be optimistic, and not give up. Facing difficulties. This concept encourages every Muslim to be tough, patient, and keep trying, while always placing hope in Allah.

5. Strategy for Strengthening Academic Resilience with Holistic Islamic Education

Academic resilience is a student's ability to overcome academic difficulties, whether caused by internal factors such as an inability to understand the material or external factors such as an unsupportive environment. Islamic education offers a unique approach to building academic resilience, through the integration of spiritual and moral values that encourage a balance between intellectual and emotional intelligence (Saputra et al., 2023).

According to Wulandari (2018), holistic Islamic education views students as complete beings, who require development in all aspects: spiritual, emotional, social, and intellectual. This approach is in line with the concept of resilience in education, which not only emphasizes academic achievement but also strengthens students' character so they can overcome the pressures and challenges faced outside the academic environment.

Teaching that is based on spiritual values, such as faith in Allah, a sense of responsibility, and noble morals, shapes students into mentally and emotionally strong individuals. Academic resilience, in this context, is formed through consistent spiritual formation, which can strengthen students' abilities to deal with academic pressure.

This holistic approach also provides a strong moral foundation for students in facing the challenges of the Society 5.0 era. As technology becomes more dominant in everyday life, students who have good academic resilience will be better able to maintain a balance between the demands of technology and the moral values taught in Islamic education.

a. Balance-Oriented Curriculum Development

Holistic education requires a curriculum that pays attention to the balance between the development of student's cognitive, emotional, social, and spiritual aspects (Mahardhika & Wantini, 2023). In this case, the curriculum must provide space for activities that support student character development, including those in Table 2 below.

Table 2. Activies to Support Student' Character Development.

1) Spiritual reflection activities.	such as getting used to worship, discussing moral values, and ethics-based approaches.
2) Life skills learning.	which trains students to deal with difficult situations, such as problem-solving, critical thinking, and stress management.
3) Integrating character education.	in every subject, ensuring that the knowledge taught is accompanied by moral and ethical values, thereby producing individuals with noble character.

b. Emotional Intelligence Training

One important factor in academic resilience is students' ability to manage their emotions, especially in dealing with academic pressure (Putri et al., 2023). The strategies that can be implemented in this case are shown in table 3 below.

Table 3. Students' Emotional Management Strategies.

1) Emotion management training.	such as breathing techniques, meditation, or mindfulness to help students overcome anxiety or academic stress.
2) Empathy and cooperation development program.	where students are taught to understand other people's feelings, as well as work together to complete tasks or projects, which strengthens their social skills.
3) Guidance counseling	to support students who experience emotional or social difficulties, providing appropriate interventions to help them develop mental resilience.

c. Student-Centered Learning Approach

A holistic education approach emphasizes the importance of positioning students as the center of the learning process (Muqarramah, 2016). In this context, teachers act as facilitators who support students' individual needs, with the following steps:

Table 4. Teacher Steps as a Facilitator of Student Learning Needs.

1) Project-Based Learning.	where students are faced with real challenges that require them to think critically, work collaboratively, and find creative solutions. This not only trains academic skills but also encourages independence and resilience in learning.
2) Adjustment of teaching methods.	according to students' learning styles and emotional needs. This can be achieved through more frequent formative assessments, where teachers can monitor student progress and provide feedback that supports their development.
3) Giving students freedom.	to explore their interests outside the curriculum, such as extracurricular programs that enrich social and emotional development.

d. Strengthening Social Support Through Learning Communities

An inclusive and supportive learning community can help students develop a sense of belonging and support, which is important in strengthening academic resilience (Lestari et al., 2023). These steps can be taken:

Table 5. Steps help students develop a sense of belonging and support

1) Formation of study groups.	that enable students to support each other in learning, develop a sense of solidarity, and overcome difficulties together. It also builds cooperation and communication skills that are important in social and professional life.
2) Parental involvement.	in the educational process, by encouraging effective communication between schools and families, as well as parental involvement in school activities that support children's emotional and academic development.
3) Mentoring programs.	where senior students or alumni can serve as mentors to younger students, guiding in dealing with academic and social challenges.

e. Establishment of a Supportive and Integrated Learning Environment

The school's physical and psychological environment must support holistic learning, where students feel safe and valued (Husnaini et al., 2024). This can be achieved through:

Table 6. Support Steps for Students in Holistic Learning

1) Classroom design that is inclusive and comfortable.	with the use of technology that supports interactive and collaborative learning
2) Creation of a positive school culture.	where values such as responsibility, cooperation, and respect are instilled through school rules, routine ceremonies, and familiarization activities
3) Provide space for personal or spiritual reflection	allowing students to reflect on their learning experiences, as well as explore aspects of spirituality and self-development.

f. Increasing Teacher Competency in Holistic Education

Teachers have a central role in implementing holistic education (Pare & Sihotang, 2023). Therefore, continuous professional training and development is very important so that teachers can provide learning that supports academic resilience.

Table 7. Continuous Teacher Professional Training and Development

1) Emotional and spiritual literacy training for teachers	which helps them understand how to effectively support students' emotional and spiritual development.
2) Developing facilitation and mentoring skills	so that teachers not only teach material but also help students on their academic journey, providing more personal and empathetic guidance.
3) Collaboration between teachers	where teachers can share strategies, ideas, and experiences in implementing holistic education and creating a resilient learning environment.

g. Assessment that Prioritizes Holistic Development

Assessment in holistic education must go beyond merely measuring academic achievement (Salamah, 2015). Formative assessments that focus on students' learning processes, as well as assessments that consider emotional

and social aspects, can provide a more comprehensive picture of student development:

Table 8. Assessment that Prioritizes Holistic Development

1) Portfolio-based assessment	where students collect work and reflections that demonstrate their overall growth, not just in academic aspects.
2) Constructive feedback	which focuses not only on outcomes, but also on students' process, effort, and personal growth, so they can see how they are growing as individuals.

CONCLUSION

Strengthening academic resilience through a holistic approach in Islamic education is crucial in facing the challenges of the Society 5.0 era. This approach not only helps students to adapt to rapid changes, but also provides them with a strong spiritual and moral foundation to deal with academic and social pressures. Holistic Islamic education plays an important role in shaping students who are mentally, emotionally and spiritually resilient, which is indispensable in dealing with the complexities of the modern world.

The strategies that can be applied in terms of strengthening academic resilience in Islamic education with a holistic approach are such as balanced curriculum development, emotional intelligence training, student-centred learning approaches, social support through learning communities, the formation of a supportive and integrated learning environment, increasing teacher competence in holistic education, and assessments that prioritise holistic development.

In the end, Islamic education must continue to innovate by integrating a holistic approach in its curriculum, so that students can develop optimally and be able to face the challenges of Society 5.0 with resilience and still uphold Islamic moral values and remain noble.

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