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## **ACCOUNTABILITY FOR GLOBAL EDUCATION 5.0 BASED ON RELIGION AND PHILOSOPHY IN HIGHER EDUCATION**

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### **ABSTRACT**

The purpose of the study is to explore accountability in Global Education 5.0 based on religious and philosophical values in higher education. Research shows a gap between the traditional education system and the skills needs in the digital era, underscoring the urgency for education to adapt to technological development, globalization, and work dynamic changes to effectively prepare future generations. In the era of globalization and industrial revolution 4.0, Global Education 5.0 emerges as a new approach that integrates high technology, global skills, and cross-cultural understanding with a strong foundation of humanistic values. Using interdisciplinary approach that includes religion and philosophy, this study underscores the importance of building the character of students who are not only intellectually intelligent as well as highly in moral. Religious values provide a solid moral framework, while philosophy provides a deep conceptual understanding of the purpose of education. Accountability in education is measured through continuous evaluation of the educational process to ensure effective and efficient use of resources to achieve quality education. This study uses the literature study method to collect and analyze relevant literature, that finds the integration of religious and philosophical values can strengthen quality, inclusiveness, fairness, and accountability in education.

**Keywords:** Accountability, Global Education 5.0, Religion and philosophy.

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## **INTRODUCTION**

Education is one of the main pillars in the development of a nation. In the context of globalization and the industrial revolution 4.0, the need for education that is able to adapt to changing times is increasingly urgent. This need can be seen from the mismatch between the curriculum taught in educational institutions and the skills needed in the modern work industry. Many under graduates faces difficulties in finding suitable jobs due to their lack of digital technology, critical thinking, and global communication skills. Meanwhile, the industrial revolution 4.0 and globalization demand a workforce that is flexible, innovative, and ready to face new challenges, emphasizing the importance of education reforms that are more responsive to these changes. Global Education 5.0 emerges as a response to these challenges. It emphasizes the integration of technology, humanistic values, and an interdisciplinary approach that includes religion and philosophy. The concept of Global Education 5.0 emphasizes the importance of building individuals who are not only intellectually intelligent, but also have high morality. The values of religion and philosophy are believed to provide a strong foundation in the formation of student character in higher education. This is important considering the increasingly complex moral challenges in the digital era (Johnson, 2020), (Smith, 2021).

In global education context, religion and philosophy play an important role in founding a foundation of values, broadening understanding and enhancing educational effectiveness. Religion provides a strong moral framework and universal values that guide individual behavior in a society of diverse cultures and beliefs. Philosophy provides a deep conceptual understanding of the education nature and purpose, shaping a critical and reflective perspective on the learning process. By strengthening the integration of values and concepts from these disciplines, global education could be more holistic, relevant and sustainable, preparing individuals to meet the challenges and opportunities in an increasingly connected and diverse world (Fikri, 2019).

Accountability plays a crucial role in strengthening the global education system. Accountability allows regular evaluation and monitoring the education process. By establishing clear standards and measuring performance against them, education can be improved to ensure that learners receive a high-quality education. By ensuring that resources are used efficiently, accountability helps improve educational effectiveness. Evaluation of the use of funds, time and effort identifies areas where improvements can be made to achieve better results with the same or less investment. Accountability is not only about measuring performance, but also about encouraging innovation and continuous improvement. By setting ambitious goals and measuring progress against those goals, education systems are improved through experiment, research and the best practice application. Accountability helps ensure that all learners have equal access to high-quality education. By carefully measuring and monitoring education outcomes, we can identify and address disparities in educational attainment between different groups, thus creating a more inclusive and equitable education system. Accountability is the cornerstone of trust in the education system. By ensuring those

responsible, such as teachers, educational institutions and governments, are openly accountable for their performance, public trust in the education system can be enhanced. Thus, accountability is not only a tool for measuring performance but also an underlying principle for continuous improvement and development in the global education system, which in turn will help prepare individuals for success in a complex global society (Pradesa et al., 2021).

Accountability in higher education has become a global issue. Higher education institutions are required to not only produce competent graduates, but also have integrity and social responsibility. Accountability on Religion- and philosophy-based education can be a solution to create a more holistic and sustainable education system. Religion and philosophy have an important role in shaping individual ethics and morality. Religion and philosophy-based education can help students understand the deeper meaning of life and develop a sense of responsibility towards others. The integration of these values in the higher education curriculum is expected to produce graduates who are not only professional, but also have moral wisdom. Higher education has a great responsibility in shaping future leaders. Integrating these values into the higher education curriculum can help create leaders who are not only intelligent, but also wise and ethical. This is crucial for addressing increasingly complex and dynamic global challenges. Religion- and philosophy-based education also help students in developing a more self-holistic. Students are not only trained to be more professionals, but also to have wisdom and social sensitivity. This is in accordance with the objectives of Global Education 5.0 which emphasizes the development of all self-aspects (Williams, 2022), (Thompson, 2021), (Clark, 2022), (White, 2021).

Research on accountability on religion- and philosophy-based in global education 5.0 is important for several reasons. Religion and philosophy provide a framework of universal values that are important in strengthening global education. This research can help in understanding how these values can be integrated into curricula, teaching methods and performance evaluation, thereby creating an education based on moral, ethical and inclusivity principles. It can reveal how concepts and theories in religion and philosophy can be effectively applied in the learning process. In addition, it can provide insights into how the integration of religious and philosophical values can strengthen the inclusivity and equity in global education. This is vital to ensure that all learners to have equal opportunities for quality education, regardless of their cultural background, religion or socio-economic conditions. Religion and philosophy play an important role in character building and the development of social and emotional skills needed to succeed in a complex global society. This research can help in identifying strategies and best practices for integrating these aspects into education, to create a better individuals prepared to face real-world challenges. Likewise, this research provide insight into how the global education system can be improved through better measurement, evaluation and accountability. By understanding how values and concepts in religion and philosophy contribute to global education goals, more effective policies and practices can be designed to improve the education system as a whole.

Thus, research on the accountability of religion- and philosophy-based global education 5.0 is essential to ensure that global education can achieve its desired goals of creating individuals who are skilled, ethical and ready to contribute to a complex global society (Sukatin et al., 2021).

Research on accountability in religion and philosophy-based global education 5.0 is crucial because of its holistic approach that spans multiple disciplines. In contrast to more traditional research that only considers certain aspects of education, this research combines contributions from interdisciplinary subjects to provide a more comprehensive understanding of the complexities of global education. The novelty of this research also lies in its focus on global education 5.0, which reflects the evolution of the education system in an era of high technology and globalization. Global education 5.0 emphasizes the integration of religious and philosophical values as a response to the demand to prepare individuals for success in an increasingly connected and diverse society. In addition, this research also encourages a strong interdisciplinary approach. By integrating concepts and theories from religion and philosophy, this research opens up space for the development of new and innovative thinking on how global education can be strengthened to achieve desired goals. Furthermore, it also leads to the discovery of more holistic and sustainable solutions to challenges in global education. By considering contributions from various disciplines, this research can identify more comprehensive and effective strategies to improve accountability in the global education system. Thus, research on religion- and philosophy-based accountability in global education 5.0 stands out for its holistic approach, focus on global education 5.0, strong interdisciplinary approach, and discover more holistic and sustainable solutions to challenges in global education (Hayudiyani et al., 2020).

The purpose of this research is to explore and analyze how the integration of religious and philosophical values in Global Education 5.0 in higher education can improve the accountability and quality of education. This research aims to understand how an interdisciplinary approach that includes technology, humanistic values, religion, and philosophy can create an education system that is more responsive to the time changes, as well as forming individuals, intellectually intelligent and highly moral. In addition, this research aims to identify best practices in the application of these values in the curricula, teaching methods and performance evaluation, and examine how accountability in higher education can be strengthened to ensure inclusivity and equity for all learners. From the above discussion, the accountability of global education based on religion and philosophy in higher education is very important to study.

## METHODOLOGY

This research uses a library research approach by collecting and analyzing various literature relevant to the topic of religion- and philosophy-based global education accountability. Library research is a systematic method for searching, identifying, evaluating, and analyzing written sources related to research problems (Zed, 2019).

The data sources in this study consist of books, journal articles, research reports and official documents related to the topics of educational accountability, religious values in education and philosophy of education. The literature used comes from various academic libraries, online databases and publications from international organizations such as UNESCO and OECD. Some primary resources to include:

1. Books and monographs that discuss educational accountability and the integration of religious and philosophical values in education.
2. Scholarly journal articles published in reputable journals such as *Journal of Education Policy*, *Educational Philosophy and Theory*, and *International Journal of Educational Development*.

Data was collected through the following steps: 1) Source Identification: The researcher identified relevant sources through searching library catalogs, academic databases such as JSTOR, Google Scholar, and ProQuest. The keywords used include "educational accountability", "religious-based education", "philosophy of education", and "global education"; 2) Literature Selection: Once the sources were identified, the researcher made a selection based on relevance, credibility, and year of publication. The sources selected were those published within the last 10 years to ensure the relevance and currency of the data. 3) Literature Review: The researcher read and reviewed each source to identify key themes, arguments, and findings related to the research topic. Similarly, this process to include a critical assessment of the methodology and conclusions drawn by the original authors. 4) Data Analysis: The collected data was analyzed qualitatively using thematic analysis techniques. The researcher categorized the information based on relevant themes such as the concept of accountability, the role of religious values, and the contribution of philosophy in education (Creswell, 2014).

The data analysis technique used in this study is thematic analysis. This technique involves the following steps: 1) Coding: The researcher coded the parts of the text that were relevant to the focus of the study. This coding helped in organizing the data and identifying patterns that emerged in the literature. 2) Theme Grouping: After coding, the researcher grouped the codes into major themes relating to educational accountability, religious and philosophical values. 3) Data Interpretation: The researcher interpreted the data by relating the findings in the literature to the research questions and the theoretical framework. This interpretation helped in developing a deeper understanding of how educational accountability can be strengthened through a religious- and philosophical-based approach; 4) Synthesis: The analyzed data were then synthesized to form a cohesive and comprehensive narrative. This synthesis also

includes comparisons between different sources and findings to identify similarities and differences in views on global education accountability (Creswell, 2014).

To ensure the validity and reliability of the data, the researcher used the following strategies: 1) Source Triangulation: Using multiple sources of data to verify findings. This includes comparing findings from books, journal articles, and research reports; 2) Critical Appraisal: Conducting a critical assessment of each source used, including evaluating the methodology used in the original research and the credibility of the authors; 3) Use of Current Literature: Prioritizing literature published within the last 10 years to ensure the relevance and currency of the information gathered (Moleong, 2018).

## **RESULT AND DISCUSSION**

### **Research Findings**

#### **1. Global Education 5.0 Concept**

Global education 5.0 is an educational concept that evolves along with technological developments, the global economy, and social dynamics. Global education 5.0 is defined as an educational approach that emphasizes the integration of high technology, global skills, and cross-cultural understanding to prepare individuals for the challenges and opportunities in an increasingly complex era of globalization. Global education 5.0 focuses not only on knowledge transfer, but also on the development of critical, creative, collaborative and communicative skills required in a connected and diverse society (Surachman et al., 2024), (Lisnawati et al., 2022).

The characteristics of Global 5.0 education in higher education include several important aspects that complement each other. First, Global 5.0 education utilizes high technology, such as artificial intelligence, big data, and virtual learning, to improve the accessibility and effectiveness of learning. Second, the curriculum is focused on developing critical skills such as critical thinking, creativity, collaboration, and communication, which are essential for facing global challenges. Third, project and problem-based learning approaches are applied to encourage students to actively participate in solving complex real-world problems. Fourth, this education emphasizes the importance of global engagement and intercultural understanding through student exchange programs, international collaboration, and cross-cultural studies. Fifth, it focuses on character building and ethics through the integration of moral values and philosophy in all aspects of education, therefore students develop into individuals of responsibility and integrity. Sixth, Global 5.0 education uses an interdisciplinary approach that integrates various fields of knowledge to create holistic solutions to global problems. Finally, continuous evaluation and research are conducted to assess the effectiveness of the education program and ensure proper adaptation to global changes (Santoso, 2023).

With these characteristics, global education 5.0 aims to create skilled, educated and socially responsible individuals in an increasingly connected and complex global society.

## **2. The contribution of religion as the moral foundation of education**

Religious understanding as a moral foundation in education has a significant impact in shaping the character and behavior of individuals in society. Many ways in which religious understanding as a moral foundation contributes to education are (Munawaroh et al., 2020), (Machmud, 2014):

First: Provides a Robust Moral Framework. Religion provides a solid moral framework that serves as the basis for ethical values in society. Understanding religion helps individuals understand the difference between right and wrong, and guides them in making appropriate decisions based on moral principles taught by their religion.

Second: Teaching Universal Values. Religious understanding teaches universal values such as honesty, compassion, justice, and modesty, which form the basis for moral behavior in society. These values are applied in daily interactions with others and form the basis for qualities of leadership, cooperation, and kindness.

Third: Encouraging Ethical Consideration. Religion teaches the importance of ethical considerations in every action and decision that individuals make. By understanding the moral principles provided by religion, individuals are directed to consider the moral consequences of their actions on themselves, others, and the environment.

Fourth: Developing Empathy and Compassion. Religious understanding encourages the development of empathy and compassion towards fellow human beings. The concepts of love and care taught by religion motivate individuals to help those in need and contribute to the well-being of society as a whole.

Fifth: Motivates Moral Behavior. Religion provides intrinsic motivation for individuals to perform moral actions based on their belief and respect for their religious teachings. Understanding religion as a moral foundation motivates individuals to act in accordance with moral principles believed to be part of their identity and beliefs.

Thus, understanding religion as a moral foundation in education not only shapes individual character, but also contributes to the formation of an ethical, inclusive and civilized society. Therefore, it is important for education to recognize and understand the role of religion in shaping individual morality and behavior to create a better and harmonious society (Komara et al., 2023).

### **3. Understanding philosophy as the conceptual foundation of education**

Understanding philosophy as a conceptual foundation of education provides a profound framework for understanding the goals, values, and principles underlying education. Several ways in which understanding philosophy contributes as a conceptual foundation in Education are (Marlinda, 2024), (Ar et al., 2024):

First: Determining the Purpose of Education. Philosophy helps in determining the ultimate goal of education. Through examination and reflection on fundamental questions about the purpose of human life and living, philosophy helps set the direction and goals that education seeks to achieve.

Second: Forming Values and Ethics. Philosophy helps in the formation of values and ethics in education. Through ethical analysis, philosophy provides a framework for considering and understanding the moral basis of the actions of individuals in society. This helps in shaping character and behavior in a responsible and ethical manner.

Third: Developing Learning Methods and Practices. Philosophy influences learning methods and practices of learning. Through thinking about epistemology and philosophy of education, philosophers have facilitated in enriching the ability to understand how people learn, what is important to learn, and how information should be conveyed.

Fourth: Overcoming Challenges and Dilemmas. Philosophy helps in overcoming challenges and dilemmas that arise in education. By providing deep insights into human nature, philosophy helps in understanding and navigating the complex issues related to curriculum, teaching, and evaluation.

Fifth: Promoting Critical and Reflective Thinking. Philosophy supports the development of critical and reflective thinking skills. By encouraging individuals to question, analyze, and evaluate existing ideas and beliefs, philosophy promotes a deeper and more critical understanding of the world and oneself.

Sixth: Provides a Broad Perspective. Finally, philosophy provides a broad perspective in understanding education. By considering various philosophical viewpoints, such as idealism, realism, pragmatism and existentialism, philosophy helps in enriching the discussion and understanding of the nature and purpose of education.

Through understanding philosophy as a conceptual foundation, education becomes more than just a process of knowledge transfer. It becomes a profound reflection on the purpose, values, and meaning of human life. Thus, philosophy plays an important role in shaping the identity and direction of education, as well as in creating a more meaningful and significant learning environment for individuals.



#### **4. Integration of Religious and Philosophical Values in global education curriculum 5.0**

Global Education 5.0 is a concept that emphasizes the importance of holistic education, combining advanced technology with humanistic values, religion, and philosophy. The integration of religious and philosophical values in the Global Education 5.0 curriculum aims to create individuals who possess not only intellectual intelligence but also have high morality and a broad perspective. In this context, the curriculum should be designed to cover several important elements: 1) Character Development: Education that integrates religious and philosophical values will focus on building strong character. This includes teaching about ethics, integrity, responsibility and respect for diversity. These values can be taught through case studies, group discussions, and community service projects. 2) Critical and Reflective Thinking: Philosophy encourages critical and reflective thinking, helping students understand and evaluate various perspectives. Through a philosophy-based curriculum, students will be taught to think deeply about moral, ethical, and existential issues, which is especially important in the context of globalization and rapid changes. 3) Interdisciplinary Approach: The Global Education 5.0 curriculum should include an interdisciplinary approach that incorporates technology, social sciences, religion, and philosophy. This will help students develop a more comprehensive understanding of the world and prepare them to face the complex challenges of the future. 4) Technology and Humanistic Values: While technology is an important part of Global Education 5.0, it is also important to ensure that the use of technology does not neglect humanistic values. Religion and philosophy can provide a moral foundation for the ethical and responsible use of technology. 5) Inclusivity and Social Justice: Religious and philosophical values can reinforce a commitment to inclusivity and social justice in education. Curricula should be designed to ensure that all students, regardless of cultural background, religion, or socio-economic conditions, have equal opportunities to learn and develop. The integration of religious and philosophical values in Global Education 5.0 is not just about adding new subjects, but also about changing the overall approach to education. Thus, this holistic curriculum is expected to manufacture graduates who are ready to face global challenges with intelligence, integrity, and moral wisdom (Fikri, 2019), (Johnson, 2020), (Williams, 2022), (Hayudiyani et al., 2020).

## 5. Implementation of Accountability in Global Education 5.0

The nature of educational accountability in the context of Global Education 5.0 involves recognizing the increasingly important role of accountability in ensuring that education delivers benefits that align with the demands of a continuously changing global society. In an era of globalization marked by the rapid development of information and communication technologies and the increasing interconnection between countries and cultures, accountability in education is crucial. Some key aspects of the nature of education accountability in the global 5.0 context are (Husaini, 2022b), (S. H. Afandi, 2018):

First: Quality and Relevance of Education. Education accountability ensures that the education system delivers quality and relevant services to produce individuals who are ready to face the challenges and opportunities in a rapidly changing global society. This includes measuring and evaluating student achievement, teacher qualifications, relevant curricula and students' readiness to enter the global job market.

Second: Transparency and Responsibility. Education accountability involves transparency in the management and use of education resources and the responsibility of governments, schools, teachers, students and parents in achieving set education goals. This includes the publication of data, performance reports and the active involvement of all stakeholders in the education decision-making process.

Third: Equity and Accessibility. Education accountability demands equitable access to quality education for all individuals, regardless of their social, economic or cultural background. This means ensuring that there is no discrimination in access to education and creating an inclusive environment for all students, including those with special needs or from minority backgrounds.

Fourth: Adaptation to Change. In the context of Global Education 5.0 characterized by rapid dynamics, education accountability requires the ability to adapt to changes and innovations in society and technology. This includes developing learning strategies that are responsive to the latest developments in science and technology and integrating relevant skills for an increasingly connected global society.

Fifth: Community Empowerment. Educational accountability involves empowering communities to play an active role in improving the quality of education. This includes involving parents, local communities, NGOs and the private sector in the education decision-making process and giving them greater access to information and resources needed to support education.

Sixth: Global Collaboration. In addition to Educational accountability in the context of Global Education 5.0, includes cooperation and collaboration between countries, international organizations and the private sector in an effort to improve education globally. This incorporate the exchange of experiences and best practices, as well as the development of a global framework to measure and evaluate educational achievements holistically.

By understanding the essence of educational accountability in the context of Global Education 5.0, we can develop more effective strategies and policies to ensure

that education provides optimal benefits for all individuals and communities in this increasingly connected and rapidly changing era.

Accountability measurement and evaluation mechanisms in education involve a range of methods and instruments to assess the performance, achievements and conformity of the education system with established standards and objectives. The accountability measurement and evaluation mechanism in higher education based on the National Standards for Higher Education (SNPT) in Indonesia involves a range of methods and instruments designed to assess the performance, achievement and conformity of the education system to predetermined standards. Evaluation of academic performance is conducted through learning assessment, lecturer evaluation surveys, and student Grade Point Average (GPA) analysis. This assessment uses instruments such as survey questionnaires, examination result reports, and GPA recapitulation. Curriculum quality is evaluated through curriculum review by the academic team and external experts, benchmarking with curricula from other universities, and feedback from graduates and graduate's employer to ensure the relevance of the curriculum to global needs. Quality evaluation of the lecturers and education personnel involves performance assessment based on scientific publications, participation in seminars, and teaching, as well as professional development through training and workshops. Instruments used to include lecturer portfolios, training certificates, and 360-degree feedback forms. Educational facilities and infrastructure are evaluated through infrastructure audits, user satisfaction surveys, and periodic maintenance, using audit checklists, satisfaction survey questionnaires, and maintenance reports as instruments. (UUD RI, 2012), (Kemenristek Dikti, 2015, p. 44).

Management and administration of higher education institutions are evaluated through financial audits, management performance evaluation, and performance reporting, using audit reports, performance evaluation forms, and annual reports. Research and community service are evaluated based on the quality of scientific publications, monitoring and evaluation of community service programs, and review of research proposals. Instruments used to include publication databases, community service reports, and proposal review forms. Quality evaluation of the graduates is carried out through tracer studies, graduate's employer surveys, and analysis of the absorption of graduates in the labor market, using tracer study questionnaires, employer's survey forms, and graduate absorption analysis reports. Innovation and sustainable development are evaluated through educational innovation assessment, environmental impact measurement, as well as research and development reports. Instruments used to include innovation reports, environmental impact data, and research reports. User satisfaction is measured through student, faculty, and staff satisfaction surveys, as well as discussion forums and FGDs, using survey questionnaires, FGD result reports, and feedback recapitulations. Using these methods and instruments, the higher education institution can implement a comprehensive and

effective evaluation mechanism to ensure educational accountability in accordance with national standards (BAN-PT, 2022), (Syukron, 2017), (Arifudin, 2019).

By using these mechanisms in an integrated and coordinated manner, we can gain a more complete understanding of the performance of the education system, identify areas that require improvement, and develop more effective strategies to improve the quality and relevance of education.

## **Discussion**

Global Education 5.0 emphasizes technological innovation, creativity and global collaboration in education. In the context of Indonesia, it is important to integrate religious and philosophical values into this approach to ensure that education remains relevant to local culture and values. Educational accountability in this framework means that higher education institutions must take into account the learning outcomes to not only focussing on technical competencies, but also morals and ethics that are internalized through religious and philosophical education. Religion and philosophy provide a strong ethical foundation in education. For example, Islamic teachings emphasize the importance of honesty, hard work and responsibility, which are highly relevant in education. By integrating these values, higher education institutions can ensure that their graduates are not only academically intelligent, but also have high moral integrity. Pancasila, as the foundation of the Indonesian state, reflects diverse religious and philosophical values. The integration of Pancasila in the higher education curriculum not only strengthens national identity, but also instills the values of diversity and tolerance. This is important in creating an inclusive and harmonious learning environment (Suharto, 2020), (Mulyadi, 2022), (Sukatin et al., 2021).

In the digital era, students must have skills that go beyond technical knowledge. They must be able to think critically and reflectively in the face of information and challenges. A philosophy-based education helps students develop critical and analytical thinking skills, which are indispensable in today's information age. Accountability in higher education also means that institutions must be transparent and honest in the management of resources and the delivery of information. Religious values such as honesty and responsibility can guide this practice. For example, the Islamic principle of transparency can be applied in higher education management to ensure that all decisions and use of resources are made honestly and responsibly (Fadilah, 2022), (Wahyudi, 2023).

Students who are educated with religious and philosophical values tend to have a more ethical and responsible attitude. For instance, the value of justice in religion can direct students to always act fairly in every decision made, both in academic and professional environments. This is very important to mould the character of graduates who are trustworthy and reliable. The integration of religion and philosophy in Global Education 5.0 similarly helps students to better understand and appreciate cultural and religious diversity. This is important in the context of globalization where international collaboration is becoming increasingly vital. With a better understanding of the

different religions and philosophies values, students can interact more effectively in a multicultural environment (Susanti, 2022), (Hartono, 2021).

Religion- and philosophy-based education correspondingly encourages the development of important life skills such as empathy, cooperation and conflict resolution. For example, Buddhism's emphasis on compassion might help students develop a greater sense of empathy towards others, which is crucial in building harmonious relationships in the workplace and society. The implementation of religious- and philosophical-based education in higher education entities can also support the achievement of sustainable development goals. Religious values that emphasize environmental sustainability and social welfare can be applied in majors related to sustainable development. For example, engineering students can be taught to design environmentally friendly technology by referring to the principles of religion and philosophy (Rahmawati, 2021), (Wijaya, 2023).

Accountability in higher education also means that universities must be able to measure and report on the learning outcomes achieved. In this regard, religious- and philosophical-based education can provide a clear framework for evaluating not only the academic aspects, but also the moral and ethical development of students. For example, religious values-based evaluation can be done through activities that measure students' honesty, responsibility and cooperation. In addition, education based on religion and philosophy can help students cope with the pressure and stress that often arise in the academic environment. For example, religious teachings that promote inner peace and stress management can provide tools for students to better manage the academic pressure, allowing them to remain focused and productive in their studies (Santoso, 2023), (Andriani, 2022).

Higher education institutions that integrate religious and philosophical values in their curriculum be able of creating a more humane and civilized learning environment. This involves developing a curriculum that not only focuses on science and technology but also integrates Islamic religious and philosophical teachings in every subject. Students learn about ethics and morality based on Islamic teachings as well as various philosophies from Eastern and Western traditions. Consequently, they are not only acquire the technical knowledge needed in their field but also equipped with critical thinking skills, human values, and strong moral principles. This creates a more humane and civilized learning environment, where students are encouraged to develop themselves holistically, both intellectually and spiritually. In the global context, religion- and philosophy-based education can strengthen Indonesia's position as a country with rich culture and noble values. This can be an attraction for international students who want to study in Indonesia, hence strengthening Indonesia's position in the global education landscape. Education grounded in religion and philosophy can also support the development of a creative economy based on local values. For example, the local wisdom values present in various Indonesian religions and philosophies can serve as an inspiration in developing unique product and services with high added value (Utami, 2023), (Putra, 2019), (Halim, 2023).

In the digital era, it is important for students to have good digital literacy skills. However, this digital literacy must be accompanied by a strong understanding of ethics in order to use technology responsibly. Education based on religion and philosophy can provide the ethical foundation needed to ensure that technology is used for the common good. Collaboration between higher education entities and religious communities can strengthen the implementation of religion- and philosophy-based education. For example, cooperation with religious institutions can help in developing the relevant curricula and in the provision of resources needed to support religious- and philosophical-based education. The involvement of alumni who have successfully applied religious and philosophical values in their careers can serve as an inspiration for students. Alumni can share their experiences and provide guidance on how to integrate these values in their professional lives. Religion- and philosophy-based education can also help in developing more inclusive and equitable education policies. For example, the human values present in religions can be the basis for designing educational policies that ensure all students, regardless of their backgrounds, have equal opportunities to thrive. Ongoing evaluation and research on the effectiveness on religion- and philosophy-based education are essential to guarantee that this approach delivers the desired outcomes. By conducting in-depth research, higher education entities can continuously improve and adjust their approaches to achieve better results (Fauzi, 2022), (Surachman et al., 2024), (Ramadhani, 2023), (Hidayat, 2022), (Sari, 2023).

Ultimately, the integration of religious and philosophical values in Global Education 5.0 in higher education is an important step towards creating a holistic and sustainable education system. By emphasizing on intellectual, moral, and ethical development, higher education can manufacture graduates who are not only ready to compete in the global arena, but also capable of making a positive contribution to society and their surrounding environment. The successful implementation of religious- and philosophical-based education relies heavily on the commitment and cooperation of all parties involved. The government, universities, society, and all stakeholders need to work together to ensure that the goals and benefits of this education can be achieved properly. In this increasingly complex era, education that integrates religious and philosophical values provides a solid foundation to face various challenges. Holistic education grounded on moral and ethical values, students can develop into competent and integrity-filled individuals, ready to make a positive contribution to the global community (Wardhani, 2023), (Syafriзал, 2023), (Nurhadi, 2022).

## **CONCLUSION**

The integration of religious and philosophical values is very crucial in higher education, by integrating these values in the curriculum, education becomes more holistic, contributing to the intellectual, moral, and ethical development of students. This not only prepares them to compete in the global arena but also enables them to

make positive contributions to society and their surroundings. The principles of integrating religion and philosophy into global education include:

1. Role of Technology and Global Skills: Leveraging advanced technology and global skills such as critical thinking, creativity, collaboration, and communication to address the challenges and opportunities of globalization, enhancing the accessibility, efficiency, and effectiveness of learning.
2. Character and Ethics Formation: Emphasizing character and ethics development, helping students understand moral and ethical principles, and fostering a sense of responsibility and empathy towards others.
3. Commitment and Cooperation of All Parties: Relying on the commitment and cooperation of the government, higher education institutions, society, and all stakeholders to achieve the goals and benefits of this education.
4. Strong Interdisciplinary Approach: Utilizing a strong interdisciplinary approach that combines religious and philosophical concepts to develop innovative thinking and holistic solutions to global educational challenges.
5. Continuous Evaluation: Conducting continuous evaluation and research on the effectiveness of education based on religious and philosophical values to ensure the desired outcomes, and constantly improving and adjusting educational approaches.

With these principles, Global Education 5.0 based on religion and philosophy can create an educational system that produces competent graduates with integrity, ready to make positive contributions to the global community.

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