THE FOUR PILLARS OF EDUCATION BY UNESCO AND THE METAVERSE: REPOSITIONING ISLAMIC EDUCATION

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Abstrak
Penelitian bertujuan untuk mengungkap posisi pendidikan Islam terhadap perkembangan berupa tawaran empat pilar pendidikan UNESCO dan penggunaan metaverse. Penelitian menggunakan studi pustaka sebagai metode dan pendekatan kualitatif. Sumber primer dan sumber sekunder yang relevan dengan variabel penelitian ditelusuri terlebih dahulu untuk memperoleh data yang dibutuhkan. Data diklasifikasikan untuk memudahkan analisis dan penarikan kesimpulan. Empat pilar yaitu learning to know, learning to do, learning to be dan learning to live together memiliki prinsip-prinsip yang selaras serta pendidikan Islam dapat menggunakannya dalam proses pembelajaran. Metaverse yang menawarkan kehidupan yang lebih kompleks di alam virtual menawarkan banyak manfaat sekaligus beberapa resiko. Metaverse memudahkan proses pembelajaran dan mengurangi batasan waktu dan ruang. Metaverse juga membantu memberikan pemahaman yang lebih komprehensif terhadap materi pembelajaran. Namun, ada isu moralitas yang berpotensi dilanggar dalam ruang virtual. Padahal, alam virtual bukan alam bebas nilai dan tetap terikat dengan nilai-nilai yang dianut oleh masyarakat beradab. Pendidikan Islam memiliki peran untuk memperkuat penerapan nilai-nilai tersebut agar masyarakat tidak terjerumus pada tindakan amoral meskipun dilakukan di alam virtual sebagai alam kehidupan kedua di zaman ini. Perlu adanya penguatan moralitas terhadap masyarakat agar tidak ada dikotomi pada ruang kehidupan yang dapat memunculkan perbuatan yang merendahkan martabat manusia dan melanggar hak individu lain.

Kata kunci: Empat pilar pendidikan, metaverse, pendidikan Islam

Abstract
The research aims to reveal the position of Islamic education towards development in the form of UNESCO's four pillars of education offering and the use of the metaverse. This research uses literature study as a qualitative method and approach. Primary sources and secondary sources that are relevant to the research variables are traced first to obtain the required data. Data is classified to facilitate analysis and drawing conclusions. The four pillars namely learning to know, learning to do, learning to be and learning to live together have principles that are aligned and Islamic education can use them in the learning process. The Metaverse, which offers a more complex life in the virtual realm, offers many benefits as well as several risks. Metaverse eases the learning process and reduces time and space constraints. Metaverse also helps provide a more comprehensive

understanding of learning materials. However, there are issues of morality that have the potential to be violated in virtual space. In fact, the virtual realm is not a value-free realm and is still bound by the values espoused by civilized society. Islamic education has a role to strengthen the application of these values so that people do not fall into immoral acts even though they are carried out in the virtual realm as the second realm of life in this era. It is necessary to strengthen the morality of society so that there is no dichotomy in the living space which can lead to actions that demean human dignity and violate the rights of other individuals.

INTRODUCTION

Change is a necessity in education. There are many aspects related to education such as economic, social, political, religious and technological. All these aspects are highly volatile. There are always new issues and new needs in every development. Often these developments are difficult to predict and unexpected. Education cannot stand alone. The educational process is definitely affected by the changes around it. Even if it is traced further, almost every decade there are always changes in education in every region and at a certain time. These changes can be large or small scale. Major changes cover all aspects, and small-scale changes cover one of the educational components.

Changes to one component of education but massive can also be big changes. Like the change in the mindset of teachers since 2000. Teachers are starting to be encouraged to use technology as an aid in preparing educational media. Learning media is positioned very important in learning. Learning objectives will be more easily achieved if the teacher uses the right learning media. The mindset of the teachers has also changed so that they consider the importance of learning media. The teachers began to be creative by designing learning media that were relevant to the material using technology. The technology in question is computers and projectors. Many teachers use both tools. For teachers who are not ready to face these changes, they seem left behind and have to try harder to learn.

Islamic education practitioners must be ready to adapt to all possible changes that occur. Change is not something to be despised. The first thing that must be done by practitioners towards these changes is to prepare the right mindset. The correct mindset in responding to change will affect the appropriate behavior change. Practitioners must always learn with existing developments. When practitioners stop studying, Indonesia's education situation will be threatened. Because practitioners are the spearhead of education that will determine the direction of future generations.

It is important to understand that education is preparing generations for the future that teachers have never faced. The situation that will be faced by students will be different from the situation that has been passed by the teacher. For this reason, the way to educate students must go beyond the current era. There are many

basic abilities that must be instilled in students which may not have been of great concern by education in the past. This ability will be very useful later. It takes the teacher's ability to predict how the situation will be faced by students and how to deal with it.

The four pillars of education initiated by UNESCO (United Nations Educational, Scientific and Cultural Organization) and the metaverse are part of the changes that have an impact on education, both directly and indirectly. UNESCO created four pillars, namely learning to do, learning to know, learning to be and learning to live together. The four pillars are recommended as a reference for the implementation of education throughout the world. The principles contained in the four pillars must be analyzed in depth and then implemented in accordance with the principles of Islamic education.

Likewise with the emergence of the metaverse as the latest technological development. Similar to the four pillars of education by UNESCO, the metaverse has also gone global. Aspects affected by the metaverse are not only education, but almost everything includes gaming, social, economic, political, legal and health. Metaverse is a new phenomenon that promises convenience for its users. The limitations of space and time in real life can be mitigated by the metaverse. On the other hand, Islamic education must be able to find the right position towards this development. Because there are concerns about the misuse of the convenience provided by the metaverse. Abuse in the form of violation of the boundaries of the norms that are the substance of Islamic education.

Islamic education is not a blind imitator for all the latest developments. However, Islamic education is also not anti-change which becomes a certainty. Islamic education is not only aimed at material in the form of achieving happiness in the world, but also has a transcendental aim to achieve happiness in an eternal life after death. Islamic education must occupy the right position but also not be old-fashioned in dealing with developments in the form of the four pillars of UNESCO education and the metaverse. Islamic education does not have to go with the flow until it forgets its own substance.

METHOD

This research uses a qualitative approach with the literature study method. The flow of research by tracing primary sources which are the main data material. If the data that has been collected is not representative, it is continued with a search for secondary sources to complement the data that has been obtained. Data obtained from primary and secondary sources will be classified according to their type. Data classification is needed to facilitate data analysis. The next stage is to process the data that has been collected based on logical reasoning to get established data. Then the data is abstracted to make it easier to interpret. The research results will be verified by re-examination of the sources that have been determined. After verification, determined research conclusions.

RESULT

A. The Four Pillars of Education by UNESCO

Juliani and Widodo that the four pillars of education were formulated by UNESCO in 1999. The formulation of the four pillars of education was motivated by the neglect of the meaning and essence of the educational process itself so that science needs to formulate the four pillars of education so that later the process

learning can go on track. (Wijaya et al., 2021)

Ministry of Education and Culture that in carrying out its duties, UNESCO places its priority on issues of gender equality, education and development of African countries. UNESCO already has a UNESCO gender equality action plan for 2014-2021 which pays special attention to cases of violence against women, especially in conflict areas. UNESCO is trying to overcome this problem in accordance with UNESCO's duties, namely by providing education. (Priscilla & Yudhyarta, 2021a)

UNESCO views education as a building that is supported by four pillars, namely learning to know, learning to do, learning to live together and learning to be. (Hartini, 2017)

In the field of education, UNESCO considers that there is a need for equality in principles in organizing education throughout the world. These principles must be oriented towards living together and contain universal values. Each culture in the world may add local wisdom to apply these principles. There are four principles offered, namely:

1. Learning to know.

Learning to know, meaning that learning must be able to understand what is learned not only memorized but there must be a deep understanding. This can be interpreted that students must have a meaningful understanding of their educational process. Students are expected to understand meaningfully the origins of theories and concepts, and use them to explain and predict subsequent processes. Students must have a goal in learning, always find out and explore things they must know, and look for ways to be taken to be able to know these things. Learning to know, means by combining general knowledge that is quite broad with the opportunity to work in depth on a small number of subjects. (Putri & Mayar, 2021)

Syafril and Zen that Learning to Know means that learning must be able to understand what is learned not only memorized but there must be a deep understanding. This can be interpreted that students must have a meaningful understanding of their educational process. Students are expected to understand meaningfully the origins of theories and concepts, and use them to explain and predict subsequent processes. Students must have a goal in learning, always find out and explore things they must know, and look for ways to be taken to be able to know these things. The thing that must be underlined is that learning to know is not just acquiring knowledge but also mastering the technique of acquiring that knowledge. Not only that, students are also required not only to know knowledge but also to know what is

beneficial for life. This pillar plays a role in forming the next generation of the nation who have high intellectual and academic abilities. (Priscilla & Yudhyarta, 2021b)

This first pillar means that students are encouraged to seek and gain as much knowledge as possible, through experiences. This will be able to trigger the emergence of a critical attitude and increased learning enthusiasm of students. Learning to know always teaches about the importance of knowledge, because in learning to know there is learning how to learn, meaning that students learn to understand what is around them, because that is a learning process. (Kusumawati, 2020)

In general, the concept of "learning to know" emphasizes the importance of developing understanding and knowledge through experience, reflection, social interaction, and active learning. The goal is to provide a solid foundation for understanding the world, develop intellectual skills, and prepare individuals to face the challenges of the future.

On the other hand, learning to know is aligned with the concept of lifelong learning. Lifelong learning refers to the concept of education that lasts throughout a person's life, from childhood to adulthood. This includes formal learning in educational institutions such as schools and colleges, as well as informal learning outside of formal settings.

Lifelong learning has several basic principles which include:

a. Accessibility: Every individual should have an equal opportunity to engage in lifelong learning, regardless of age, background or social status;

b. Inclusivity: Lifelong learning should cover all aspects of life, including formal education, employment, social activities and personal development;

c. Relevance: Learning must be relevant to the needs and interests of the individual, as well as the social and cultural context in which the individual is located;

d. Flexibility: Lifelong learning must be adaptable to individual needs and preferences, both in terms of time, place, and learning methods;

e. Integration: Lifelong learning must integrate various areas of knowledge and skills, and link formal learning with informal learning.

Lifelong learning is recognized as a response to the social, economic and technological changes taking place in society. In an era of globalization and rapid development, lifelong learning is essential to prepare individuals to deal with change, develop new skills and stay relevant in a changing environment.

Learning is an ongoing process throughout life. Every day, there are opportunities to expand knowledge, develop new skills, and gain a deeper understanding of the world around us. Learning can occur in various ways, such as reading books, taking courses, interacting with others, conducting experiments, or even through everyday experiences. Every experience can be a lesson and every individual can be a teacher for others. It is important to maintain the spirit of lifelong learning, as the world is constantly changing and presenting new challenges. By staying open to learning, we can continue to grow, stay abreast of developments, and deal with change more readily.

Learning to know reflects the importance of learning as an integral part of individual development and life. When a person stops learning and is no longer active in seeking new knowledge or developing skills, there is the potential for stagnation, retardation, and an inability to adapt to change. Continuous learning plays an important role in intellectual, emotional and social development. By continuing to learn, individuals can improve their competence, broaden their horizons, and develop skills that are relevant to the demands and developments of the times.

In the era of globalization and technological advances, the world continues to change rapidly. Innovations, new developments and changes in various fields can have a significant impact on everyday life. In this context, stopping learning can result in alienation, inability to adapt, and difficulties in dealing with change. In addition, learning also provides psychological benefits. Continuous learning activities can provide satisfaction, increase self-confidence, and maintain motivation to achieve goals and aspirations.

Learning to know plays an important role as the initial foundation in the learning process. A good understanding includes a deep, comprehensive, and contextual understanding of a concept, topic, or learning material. Good understanding provides a solid foundation for an effective learning process. When people have a good understanding of a concept, they can construct new knowledge more easily, relate new information to existing knowledge, and make deeper connections between different concepts.

Good understanding also enables one to apply their knowledge more effectively in real-life situations. With a strong understanding, individuals can use their knowledge to solve problems, make better decisions, and face complex challenges. In addition, good understanding allows individuals to develop critical and analytical thinking. They can evaluate information, recognize thinking errors, and produce more complex and purposeful thoughts.

2. Learning to do.

As an educational concept, "learning to do" refers to an emphasis on developing practical skills, employability skills, and the ability to apply knowledge in real situations. It involves a more practical and applied approach to learning, with a focus on developing skills relevant to the world of work and everyday life.

The concept of "learning to do" centers on the need to prepare individuals to participate in the world of work and to become productive members of society. This includes learning practical skills such as technical skills, vocational skills, communication skills, cooperative skills, and critical thinking skills. This approach recognizes the importance of integrating theory with practice. In addition to acquiring knowledge, students are also encouraged to apply the knowledge and skills they learn in real situations. This can involve practical projects, internships, simulations, or real-world work experience.

This approach prepares individuals to face real-world challenges, develop the skills needed to succeed in their careers, and make positive contributions to society. It also helps in building independence, self-confidence and motivation in learning.

The result of learning to do is honing skills. Skills have an important role in the learning process. They not only provide practical skills to tackle tasks and challenges, but also enhance individual understanding, critical thinking, and adaptability in a variety of contexts. Here are some reasons why skills are important in learning:

a. Enhanced understanding: Skills such as critical, analytical, and reflective thinking skills assist individuals in analyzing information in greater depth, understanding relationships between concepts, and associating new knowledge with existing ones. These skills reinforce understanding and enable individuals to build more robust knowledge;

b. Application of knowledge: Skills assist individuals in applying knowledge and understanding in real contexts. For example, communication skills help someone convey ideas clearly and effectively, while problem solving skills help solve problems and face challenges;

c. Independence and life skills: Skills such as creative thinking, adaptability, communication and collaboration skills prepare individuals to be independent in learning and everyday life. They help individuals overcome obstacles, manage time and tasks, and interact effectively with others;

d. Career skills: Skills relevant to the world of work, such as technical skills, digital skills, leadership and teamwork, are important in dealing with today's demands and career requirements. They help individuals to compete in the job market and contribute productively to the work environment;

e. Adaptation to change: The ability to adapt and learn independently allows individuals to deal with the changes and challenges that occur in life. They assist individuals in adjusting to new environments, new technologies, and changing situations.

It is important to develop skills along with acquiring knowledge. The combination of good understanding and strong skills enables individuals to become lifelong learners who are able to deal with change, adapt and achieve success in various aspects of life.

Learning to do must be accompanied by repetition of skills that have been mastered. Repetition is an effective way to hone and improve skills. By engaging in repetitive practice, a person can strengthen the neural connections in the brain associated with the skill, increase response speed and accuracy, and improve overall skill.

Here are some reasons why repetition is important in developing skills:

a. Improve proficiency: By doing repetition, we provide an opportunity to repeat movements, actions, or procedures related to skills. Through this repetition, we can improve fluency and accuracy in carrying out these skills;

b. Memory strengthening: Repetition helps strengthen memories and neural connections that are formed when learning a skill. By repeating the same actions over and over again, we strengthen the motor memory and thought patterns needed to perform skills well;

c. Improved speed and accuracy: Through consistent repetition, one can increase the speed of execution and accuracy in executing skills. The more often we do it, the more familiar we become with the movements or tasks involved, and the better we become at doing them;

d. Habit formation: By doing consistent repetition, we form strong habits related to the skill. Constant repetition helps us make skills part of our routine, so that it becomes easier and more natural to perform them.

However, it's also important to note that effective repetition involves focused and varied practice. Just repeating without changes or new challenges will not make significant progress. Trying variations on an exercise, increasing the difficulty, or applying a skill in a different context can help broaden understanding and increase flexibility in using the skill. With a combination of focused repetition, varied practice, and increasing challenge, we can hone skills effectively and continually improve our abilities over time.

3. Learning to be.

Learning to become a whole or plenary human being is meant to be a human being whose all aspects of personality develop optimally and in balance, both aspects of piety to God, intellectual, emotional, social and spiritual intelligence. For this reason, students must learn a lot in developing all aspects of their personality and achieving excellence, strengthened and supported by strong moral faith. (Primary, 2021)

Being yourself can be interpreted as a process of understanding needs and identity. Learning to behave according to the norms and rules that apply in society, learning to be a successful person, is actually a process of achieving self-actualization. (Pinang & Nurkadri, 2022)

Learning to be is very closely related to the talents, interests, physical development, psychology of children and environmental conditions. For example: for students who are aggressive, they will find their identity if they are given a wide enough opportunity to be creative. And conversely for passive students, the role of the teacher as a facilitator serves as a guide as well as being a mediator for students. This is very necessary to develop the potential of students as a whole and maximally. In addition, education must also lead to how students become more humane, become human beings with humanity. (Laksana, 2016)

Learning to be can also be interpreted as a process of self-actualization for students. Self-actualization is the process of reaching your full potential and developing yourself personally and spiritually. This concept was first introduced by the humanistic psychologist Abraham Maslow through the theory of the hierarchy of needs. According to Maslow, after the basic physical and psychological needs are met,

individuals have a need to achieve their maximum potential. Self-actualization involves exploring and developing individual potential, interests and talents. It involves satisfaction in achieving personal goals, developing skills, new experiences, and fulfilling meaning in life.

Some of the aspects and characteristics associated with self-actualization include:

a. Personal growth: Self-actualization involves personal improvement and continuous growth. It involves developing personal qualities such as skills, intelligence, emotional sensitivity and self-awareness;

b. Creativity: Self-actualization involves expressing creativity in various forms such as art, music, writing, innovation or problem solving. This gives individuals the opportunity to explore and develop new ideas and express themselves uniquely;

c. Meaningfulness: Self-actualization is related to finding meaning and purpose in life. Self-actualized individuals feel that what they do has significance and makes a meaningful contribution to their own lives and the lives of others;

d. Freedom and autonomy: Self-actualization involves the freedom to make decisions that promote personal growth, as well as having the autonomy to live life according to individual values and goals;

e. Achievement of full potential: Self-actualization means reaching individual full potential and activating all one's abilities and talents.

Self-actualization is a lifelong journey, not a goal that can be reached immediately. It involves self-awareness, exploration, learning and continuous development. Each individual has the potential to achieve self-actualization in a way and to a degree that is unique to them.

Students must be guided to dare to be themselves. When students feel comfortable and accept themselves, they tend to experience greater personal, social, and academic growth. By being themselves, students can acknowledge and accept who they really are. They don't have to try to be like everyone else or try to live up to other people's expectations. This helps them establish authenticity and appreciate their own values, interests and talents.

By accepting oneself, students develop a strong sense of self-confidence. They recognize their uniqueness and have confidence in their abilities. Strong self-confidence allows students to take risks, face challenges, and try new things without fear of judgment or rejection.

When students are themselves, they feel freer to express their creativity. They can find unique ways to solve problems, express themselves through art, or find interests and hobbies that motivate them. The creativity that comes from being yourself promotes personal growth and fulfillment.

When students become themselves, they are able to build more authentic and meaningful social relationships. They attract real friends who appreciate them for who

they really are. This helps create a positive social environment where students feel welcome and supported.

By being themselves, students give themselves the opportunity to grow and develop personally. They can explore their own interests and goals, overcome challenges according to their values and beliefs, and form a strong identity. Continuous personal growth is driven by being yourself.

In supporting students to be themselves, it is important for educators and the school environment to create a climate that is inclusive, supportive and respectful. This includes valuing diversity, promoting self-respect, and providing space for students to express themselves without fear of being evaluated negatively.

4. Learning to live together.

Learning to live together, namely students learn to realize that there is interdependence, so mutual respect is needed between fellow human beings. Habits of living together, mutual respect, openness, giving and receiving need to be developed in schools. Conditions like these allow the growth of mutual understanding between races, ethnicities, and religions. The ability of this learning result can be used as a provision to be able to play a role in the environment in which the individual is located, and at the same time be able to place himself according to his role. (Suminar et al., 2019)

This concept emphasizes the importance of promoting intercultural understanding, dialogue and cooperation in order to create an inclusive, just and peaceful society. Learning to live together involves developing the social and emotional skills necessary to live in harmony with others, regardless of differences in culture, religion, ethnicity, or other backgrounds. This involves understanding, respecting and tolerant of the diversity that exists in society.

Some important aspects of learning to live together are:

a. Cross-cultural understanding: Involves a deep understanding of other people's cultures, traditions and values. This involves learning about cultural differences and respecting the uniqueness of each individual and group;

b. Tolerance and respect: Involves respecting differences and accepting that all people have the right to live according to their beliefs and values. This involves respect for freedom of thought, belief and expression;

c. Effective dialogue and communication: Involves the ability to communicate effectively with people from different backgrounds. This includes the ability to listen, understand and respond to the views and experiences of others in an open and respectful manner;

d. Cooperation and conflict resolution: Involves the ability to cooperate with others in achieving common goals and resolving conflicts in a peaceful manner. It involves the skills of negotiation, compromise and cooperation in the face of differing opinions and interests.

Through learning and practicing learning to live together, students can develop inclusive attitudes, intercultural understanding, and the ability to interact with others effectively. This is essential for establishing a harmonious society, respecting human rights, and promoting peace. Education has an important role in facilitating learning to live together by providing learning opportunities that involve intercultural encounters, dialogue, and collaborative activities. This can be done through a curriculum that includes intercultural education, extracurricular activities that promote collaboration, and creating an inclusive and safe school environment for all students.

Differences should be accepted and respected, not despised. Students must be educated to accept this fact. In an inclusive society, differences in terms of culture, religion, ethnicity, sexual orientation, or other background should not be a reason to antagonize or discriminate against others. Instead, these differences should be seen as a source of wealth and as an opportunity to learn from each other and grow.

Differences create diversity in society. Each individual has a unique background, experience and world view. Valuing difference means acknowledging the richness that lies in this diversity and treating everyone fairly and equally.

Facing differences can broaden our horizons and understanding of the world. By being open to accepting differences, we have the opportunity to learn from others, see new perspectives, and broaden our understanding of ourselves and the world around us. This leads to better personal growth and development.

When people with different backgrounds, knowledge and skills work together, they can make unique contributions and think innovatively in solving problems. In the educational context, collaboration among students with differences can enrich the learning process and produce more creative and effective solutions.

Accepting differences is an important step in building a peaceful society. In a society that respects and accepts differences, conflict and violence can be minimized. Accepting differences paves the way for dialogue, mutual understanding, and cooperation between individuals and groups.

In the context of education, it is important for educational institutions and educators to create an inclusive environment, where students are encouraged to respect and accept differences. This can be done through learning approaches that promote intercultural understanding, development of social skills, and an emphasis on the values of equality, respect, and cooperation. By accepting and respecting differences, we can create a more just, inclusive and harmonious society, where every individual has the opportunity to develop and contribute positively.

B. Metaverse

Metaverse is a virtual world as well as a big project by Mark Zuckerberg as CEO of Facebook which has now changed its name to Meta Platform Inc., or better known as Meta. The idea of the Metaverse that was initiated by Mark Zuckerberg already existed and first appeared in Neal Stephenson's fictional novel entitled Snow Crash in 1992. The definition of the Metaverse still cannot be explained with certainty because

the Metaverse itself is still in the development stage and has not actually been realized until now. . Mark Zuckerberg has the view that the Metaverse will become an internet world that can be entered by self-reflection or commonly called an avatar, instead of looking at a screen. (Akbar Endarto & Martadi, 2022)

The Metaverse is a virtual reality in 3D that enables people to interact, work, play, socialize, and do other activities. Right now, the true metaverse is still not at its optimal point. However, a number of technology companies have provided services that allow users to experience genuine interactions in the metaverse. The metaverse is a form of an open world that anyone can enter, thus the risk of crime can be said to be high. (Hapidz et al., 2022)

Metaverse technology can help. Judging from the possibilities, education in the Metaverse era will offer a different experience in the world of education. The presence of Metaverse can optimize the currently used educational technology and media and make it more effective. The learning experiences students gain with Metaverse technology are even more helpful in developing soft skills and increasing self-awareness, thanks to the simulations they create. Metaverse is also a solution for distance learning, but is currently less effective due to the lack of interaction between students and teachers during the learning process. However, there are drawbacks and challenges in using Metaverse. Providing unlimited or unlimited space for the metaverse creates a bigger commitment that needs to be fulfilled. (Setiawan, 2022)

Metaverse is not just a game and trading of digital assets such as crypto, tokens and NFT, but a virtual space with a unique experience that can be a place for people to get their needs. (Dewi Kumalasari et al., 2022)

The metaverse is a concept that describes the evolution of technology in which the physical and virtual worlds are integrated into one comprehensive entity. It is a continuous digital space where users can interact with virtual environments using electronic devices such as computers, smartphones or virtual reality devices.

Technological developments have driven the evolution of the metaverse. Initially, this concept was known through video games and virtual worlds such as Second Life, where users can create avatars and explore digital environments with other users. However, recent developments in technologies such as artificial intelligence, virtual and augmented reality, blockchain, and better connectivity, have allowed the Metaverse to become more sophisticated and expanding.

In facing the current metaverse era, apart from requiring infrastructure and facilities and infrastructure readiness, character readiness is also needed to face various kinds of changes and challenges. This metaverse era will open barriers between cultures that will allow various types of culture to enter the midst of people's lives. (Mustofa & Novianto, 2022)

Lee that in the metaverse roadmap from the Acceleration Studies Foundation, 2 axes are presented to explain the types of metaverse. One is augmentation versus simulation, and the other is 'intimate versus external'. Augmentation technology refers to technology that adds new functionality to an existing real system. In the metaverse,

augmentation technologies superimpose more information about the physical environment we perceive. Simulation technology, as opposed to augmented technology, refers to technologies that provide unique environments by modeling reality. Simulation in the metaverse includes various techniques for realizing the simulated world as a place of interaction. In short, augmented and simulation technologies can be divided according to whether the information will be implemented in physical reality or virtual reality. (Iswanto et al., 2022)

The Metaverse offers various potentials and opportunities. It can be used in a variety of fields, including entertainment, education, e-commerce, communications, and collaboration. Within the Metaverse, users can interact with other people in real-time, attend virtual events, carry out trade transactions, access information, or even work in a virtual environment.

Metaverse also provides the ability to create more immersive and interactive content. Users can experience a more immersive experience and customize the virtual environment according to their preferences. This includes customizable avatars, constantly changing environments and virtual objects that can be manipulated.

Mulati said that education in the metaverse era is one of the forces of modernization in today's world. (Salim et al., 2023) With the metaverse, online learning can be made more optimal and will provide the same experience as offline learning. With the metaverse, learning activities can be carried out anytime and anywhere, constraints on time, space and costs can be overcome. (Aripidi et al., 2022)

Metaverse can be of many types, depending on how the user interacts with the virtual environment and the intended use. Here are some common types of metaverse:

1. Virtual Reality Metaverse.

This kind of metaverse offers a completely immersive experience in virtual worlds. Users use virtual reality (VR) devices such as headsets and controllers to explore and interact with virtual environments. Popular examples of the VR Metaverse are games such as "VRChat" or "Rec Room", in which users can interact with other users in the form of avatars and explore vast virtual worlds.

2. Augmented Reality Metaverse.

This type of metaverse combines the real world with virtual elements through the use of devices such as smartphones or AR glasses. Users see the real world but with additional information or virtual objects displayed in their environment. Examples of Metaverse AR include popular games like "Pokémon Go" or platforms like "Snapchat" with augmented reality face filters.

Augmented reality technology is now a technology that is widely used in application development. The use of augmented reality makes the application more interactive and more interesting. The introduction of augmented reality to students needs to be given from the start, so that students are not just users of augmented reality but know how augmented reality technology is and can develop applications that use augmented reality. (Sholeh et al., 2021)

3. Social Metaverse.

This type of metaverse focuses on social interaction and communication between users. This could include metaverse-based social media platforms, where users can interact, share content, and forge relationships in a virtual environment. A popular example is "Facebook Horizon" which is currently under development by Facebook.

4. Gaming Metaverse.

This metaverse is centered on the experience of playing games and interactions in ever-evolving virtual worlds. This involves extensive video games, such as "Fortnite" or "Minecraft", in which users can collaborate, compete and interact in a persistent virtual environment.

5. Commercial Metaverse.

This type of metaverse focuses on electronic commerce and business activities in the virtual world. It includes a virtual e-commerce platform where users can buy and sell virtual or real products. Some examples are "Decentraland" and "Cryptovoxels" which use blockchain technology to facilitate digital commerce.

6. Educational Metaverse.

This metaverse is used for educational and learning purposes. This can include virtual environments used for training or simulations, online classes interacting in a metaverse environment, or collaboration on educational projects. An example of this type is "Mozilla Hubs" or "Engage" which offer a virtual platform for learning and collaboration.

Isnain and friends that the metaverse is a new technology in education that can create virtual worlds that collaborate with virtual reality and augmented reality, with a combination of these technologies creating learning media as if users can interact in real terms in the virtual world. (Sulistiani et al. , 2023)

In education, the metaverse offers several benefits such as increasing creativity. With the introduction of new technology, student creativity will develop. Independence will also grow because students will learn on their own about how to use it. Students' critical reasoning will also be stimulated because new things will trigger curiosity. (Putra, 2022)

By actively utilizing the characteristics of the metaverse, it is possible to design learning activities that can expand students' freedom and experience to unlimited limits. Students will engage in self-directed learning that will allow them to explore their questions based on their endless autonomy. Students can refer to the ideas of many people across time and space and take the initiative in finding their original answers. Metaverse is certainly attracting attention as an alternative in overcoming the limitations of existing 2D-based online and remote classes. This can provide a different experience value from the current internet era due to the use of various complex technologies. Furthermore, the metaverse makes it possible to design new experiences that transcend space and time and use unlimited space and data. (Barlian et al., 2022)

1. Professional Metaverse.

This type of metaverse is aimed at collaboration and cooperation in virtual environments. This can include virtual conferences, virtual workspaces or collaborative platforms that allow teams to work together online. Popular examples are "Spatial" or "Microsoft Mesh" which provide a virtual work environment. The development of the metaverse continues, and new types may emerge as technology evolves and user needs change.

DISCUSSION

Islamic education must be able to take the right position in addressing the four pillars of education and the development of the metaverse. With values that are the main basis, Islamic education should color these changes instead of being tainted by the negative impacts of both. Because basically, the main principles of Islamic education do not conflict with the substance of the four pillars of education and the renewal offered by the metaverse.

The Values of Islamic Education on the Four Pillars

The values of Islamic education cover various aspects that emphasize the formation of good character, moral development, and achieving harmony between the life of the world and the hereafter. The following are some very substantive values of Islamic education, namely:

a. Tawhid (Faith in Allah): This value emphasizes the importance of faith in Allah as the one and only God Almighty. This involves acknowledging, loving, and obeying Him in all aspects of life.

b. Noble Morals: Islam encourages individuals to develop noble and commendable morals. It includes values such as honesty, patience, humility, tolerance, justice, kindness and compassion.

c. Knowledge and Education: Islam encourages the pursuit of knowledge as an obligation for every Muslim. Education is considered as a source of liberation, enlightenment and progress. Islam encourages the development of knowledge in various fields, both religion and the world.

d. Justice and Equality: Islam advocates justice and equality in all aspects of life. This includes fair treatment of all individuals regardless of ethnicity, race, religion or social status.

e. Harmonious Coexistence: Islam teaches the importance of living side by side in harmony among humans, nature and other creations of Allah. This involves respect for the environment, diversity and peace.

f. Ethics in Interacting: Islam encourages good ethics in interacting with others. This includes courtesy, respect, forgiveness, cooperation, mutual assistance, and maintaining harmonious relationships with others.

g. Social Responsibility: Islam teaches the importance of social responsibility and the obligation to help those in need, such as giving

zakat (compulsory donation) and alms (voluntary donation), as well as paying attention to the wider community.

h. Modesty and Appropriateness: Islam encourages moderation in lifestyle and dress and avoidance of extravagance or extravagance. Appropriateness and balance in all aspects of life are also emphasized.

i. Independence and Skills: Islam encourages individuals to develop independence and skills in daily life. The ability to produce, work and benefit oneself and society is valued.

j. Just Leadership: Islam emphasizes the importance of just and responsible leadership. Good leadership must be based on piety

By implementing learning to know, learning to do, learning to be, and learning to live together, the values of Islamic education can be instilled in students. Islam educates its people to fully understand the concept of Islamic teachings, so learning to know can be the way. Islam without real practice in life means nothing. Islam is more than a theoretical concept. Then learning to do becomes a means to make this happen. Islam respects the uniqueness of each human being with advantages and disadvantages that can complement each other. But all people from various backgrounds can contribute greatly without anyone having the right to limit it. This is in line with learning to be. Islam also highly upholds tolerance so that its followers can live side by side with various individuals or communities from various backgrounds. This principle can be achieved by learning to live together.

The Role of Practitioners of Islamic Education in the Metaverse

As an educational practitioner, it is very important to be ready to face the changes that occur in the world of education. Readiness in dealing with change is part of a form of professionalism. (Hasan, 2020) Change can occur in various forms, including technological developments, social changes, and the changing needs of students. Readiness in using various developments in technology and making use of it in learning is a common thing for practitioners. (Hasan et al., 2023) Here are some reasons why educational practitioners must be ready for change:

a. Providing Relevant Learning: Changes in society and the world of technology affect how students learn and interact. Education practitioners need to keep abreast of the latest developments in order to provide learning that is relevant and in accordance with the current needs of students;

b. Facing New Challenges: Change brings new challenges in education. Education practitioners must be ready to face these challenges, such as overcoming the digital divide, managing an abundance of information, or understanding the diverse needs of students. The ability to adapt quickly and find creative solutions is essential in dealing with these challenges;

c. Improving the Quality of Learning: Change provides an opportunity to improve the quality of learning. Educational practitioners can use

technological innovations, new methodologies, or more effective approaches to achieve better learning goals. By being prepared for change, education practitioners can continually improve their practice and enhance student learning experiences;

d. Build Necessary Skills: Changes in education often require the development of new skills. Education practitioners need to continually learn and develop their skills in terms of technology, teaching methodologies, classroom management, and understanding student development. By adapting to change, education practitioners can increase their professionalism and effectiveness in providing quality education;

e. Preparing Students for the Future: Changes in education reflect changes in society and the world of work. Educational practitioners must be prepared to teach students relevant skills and knowledge for their future, including 21st century skills such as problem solving, creativity, collaboration, and digital literacy. By preparing students for the changes that are taking place, educational practitioners help them become better prepared to face challenges and become productive members of society.

By adapting to change, education practitioners can provide relevant learning, face new challenges, improve the quality of learning, build the necessary skills, and prepare students for the future.

As the metaverse progresses, there are some moral issues that experts are concerned about. Within the metaverse, users often assume avatars or virtual representations of themselves. This can raise issues regarding identity and privacy. For example, someone can easily hide their true identity or commit acts that harm others without any real consequences. Privacy protection and good identity management need to be a concern in metaverse development.

Metaverse can be a target for cyber crimes, such as personal data theft, fraud, or cyberattacks. Since the metaverse involves online interactions, strong security safeguards are needed to protect users from such threats. This includes protection against cyber attacks, strict data security policies, and effective handling of criminal activity.

In the metaverse, users can engage in unethical actions without visible consequences. This can include behavior such as harassment, intimidation, or sharing of inappropriate content. It is important to have clear rules and ethical norms in the metaverse to prevent harmful behavior and maintain a safe and inclusive environment for all users.

Metaverses that offer immersive and engaging experiences can lead to over-dependence. A person can spend a great deal of time in the metaverse and experience distractions in real life, including in terms of work, education, or social relationships. It is important to promote a healthy balance between virtual and real life.

A rapidly expanding metaverse could leave people without access to or skills in related technologies. This could deepen the digital divide between those who are able

to tap into the metaverse and those who are not. There needs to be efforts to ensure fair and inclusive accessibility to the metaverse for all levels of society.

If a straight line is drawn, then the problem that can arise with the development of the metaverse is a moral problem. Moral issues in the form of abuse of the use of second identities in the metaverse world, intimidation, deviant behavior and the spread of false information. The metaverse is considered a second realm or virtual realm besides the real life realm. The second realm is considered law-free and value-free from the bonds that exist in social life. In fact, there is actually no human action that is detached from value because humans are ethical beings.

On this moral issue, Islamic education must take an appropriate role. Because Islamic education is not only tasked with developing knowledge and skills, but also improving moral quality. (Hasan & Anam, 2022) There must be special efforts to deal with this. Islamic education is responsible for explaining that morals are the most essential thing and are integrated with human identity as noble beings. Without moral bonds, human dignity will fall.

Morals play an important role in shaping individual character and behavior. Moral values help shape a person's worldview, ethics and social responsibilities. Morals also serve as a guide in making decisions and acting with fairness, honesty, integrity and empathy for others.

Morals also form the basis for building a just, harmonious and civilized society. Moral values help establish social norms, regulate relationships between individuals, and maintain harmony in community life. In addition, morals also help maintain social stability and sustainability. With the existence of moral principles, society can avoid conflict, violence, and abuse of power. Morals also play a role in shaping the laws, regulations, and value systems that govern social life. In the context of religion, morals have a deep spiritual dimension. Religion provides a strong moral framework, providing guidance on human relationships with God, with fellow humans, and with the universe.

In all, morals are essential to human beings because they shape character, regulate behavior, build a just society, and provide the foundation for a meaningful and ethical life. Moral values play an important role in directing individuals and society towards the common good, justice and prosperity. And moral bonds are not only in the real world, but also in the virtual world as offered by the metaverse.

CONCLUSION

The development of the world of education, both directly and indirectly, is a certainty. UNESCO's creation of the four pillars of education is a form of direct change. In general, the values offered from the four pillars are in accordance with the values held by society in general. The metaverse is an indirect form of change but its impact is felt for education, including Islamic education. The metaverse is a development in the field of technology but continues to penetrate all lines including education. Both of these changes offer convenience and abundant benefits. However,

there is a hidden problem that threatens. In general, the problem is related to morality. The range of human life will be wider because it is not only limited to the physical realm, but also to the virtual realm. Islamic education is essentially related to three basic things, namely knowledge, skills and morality. Islamic education must take the right role by instilling in society that the bonds of morality are not only bound to the physical realm, but also to the virtual or virtual world. The metaverse world is not outside these ties, but becomes a unit of social life that is bound by values.

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