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The New Era of Imm 5.0: An Integrative Cadre Development Model Based on The Three Basic Competencies in Strengthening 21st-Century Competencies in The Society 5.0

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Abstract

The emergence of Society 5.0 presents new challenges for cadre development in Islamic student organizations, particularly in integrating ideological values with digital competencies. This study aims to formulate an integrative IMM 5.0 cadre development framework that responds to technological transformation while preserving the organization's ideological identity. It adopts a conceptual approach to examine the integration of religiosity, intellectuality, and humanity competencies with the 4M framework, 4C skills, and holistic living, life, and livelihood competencies. The analysis indicates that IMM 5.0 can strengthen ethical digital engagement, critical thinking, cross-cultural collaboration, social responsibility, and economic independence. However, implementation requires addressing infrastructure disparities, human-resource limitations, cultural resistance, and financial constraints. A systematic evaluation framework incorporating competency indicators, digital portfolios, impact measurement, and continuous feedback is therefore essential. This study contributes an integrative conceptual framework for recontextualizing established cadre development practices in the Society 5.0 era. Its limitation lies in the absence of empirical validation; future research should test the framework across IMM branches with varying levels of digital readiness.

Keyword: IMM 5.0, society 5.0, cadre development, digital competencies, holistic competencies

Introduction

The era of Society 5.0, or super-intelligent society, has brought fundamental transformations in various aspects of human life, including the field of education. The concept of Society 5.0, introduced by the Japanese government in 2019, is an evolution of the Industrial Revolution 4.0 era, integrating virtual and physical spaces to address various social challenges through the utilization of technologies such as the Internet of Things, Artificial Intelligence, Big Data, and robotics (Laura Icela et al., 2023). This transformation not only changes the way humans work and interact, but also requires the preparation of human resources equipped with 21st-century competencies, including critical thinking, creativity, collaboration, and communication skills (Żukowska et al., 2024). In the context of Indonesian higher education, student organizations play a strategic role in shaping the character and competencies of students as future leaders. The Muhammadiyah Student Association (IMM), as one of the largest Islamic student organizations in Indonesia, has developed a structured and systematic cadre development system based on three basic competencies: religiosity, intellectuality, and humanity. This traditional cadre development model has proven to be effective in forming cadres who have strong moral integrity and leadership abilities (Shobahiya et al., 2025).

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The challenges of the Society 5.0 era require the revitalization and adaptation of cadre development models to be more responsive to contemporary changes. This era is characterized by the integration of human life with artificial intelligence technology, which requires individuals to have a high capacity to adapt to technological and social changes. As agents of change, students must have the ability to solve complex problems, think critically in daily life, and develop soft and hard skills to face increasingly complex global challenges (Alvianto & Wibawa, 2022). The 21st century competencies needed by the younger generation include the integration of basic competencies, including religiosity, citizenship, literacy in science, technology, arts, and languages (IPTEKSB), digital competencies, and learning-learning competencies, with integrated holistic competencies consisting of competencies for life (biological), competencies for life (social, cultural, and environmental), and competencies for livelihoods (economy). This competency framework illustrates the complexity of the challenges that must be faced by the education and cadre development system in the modern era (Purnomo & Herwin, 2021).

Traditional professions have also undergone significant transformations in the era of Society 5.0. For example, auditors as independent professionals must face fierce competition from artificial intelligence that is able to replace audit functions, thus requiring higher competency standards in mastering technological systems to ensure effective control. This shows that competency transformation is not only needed in education but also in various professional sectors (Suwandi, 2020). Based on the background described above, this study departs from the urgent need to reconstruct the cadre development system of the Muhammadiyah Student Association (IMM) to remain relevant in the social change landscape marked by the Society 5.0 era. Massive digital transformation, technological disruption, and the complexity of global challenges require student organizations not only to maintain their ideological identities but also to develop competencies that are in line with the demands of the 21st century. In this context, several fundamental issues need to be studied in depth (H. Malik & Arif, 2020).

First, how can IMM's three basic competencies (religiosity, intellectuality, and humanity) be conceptually and operationally integrated with 21st-century competencies such as critical thinking, creativity, collaboration, communication, as well as digital literacy and adaptive character in the Society 5.0 era. This integration is not just a combination of terminology but an attempt to build an epistemological synthesis between the organization's ideological values and the demands of global competencies (Yusuf, 2023). Second, it is necessary to formulate an IMM 5.0 cadre development model that is responsive to digital transformation without losing the organization's fundamental values. These challenges include designing curricula, methods, and evaluation systems for cadre development that are adaptive to digital technology, data-based, and collaborative, but still rooted in ideological principles and the enlightenment da'wah movement.

Third, it is important to assess the effectiveness of the integrative model based on three basic competencies in strengthening 21st century competencies among IMM cadres. This evaluation is very important to ensure that the model developed is not only at the conceptual level but proven to be able to improve the quality of cadres in a measurable and sustainable manner (Nastia, 2026). Fourth, this study also examines

various challenges and opportunities in implementing the IMM 5.0 cadre development model in the Society 5.0 era. The challenges faced can include cultural resistance, limited digital infrastructure, and human resource capacity gaps. On the other hand, opportunities arise through the use of technology, cross-sectoral collaboration networks, and increased awareness of the younger generation about the importance of global competencies and transformative values (Fatah & Rasai, 2021).

In line with these issues, this study aims to comprehensively and theoretically analyze the integration of the three basic competencies of IMM with 21st century competencies in the context of Society 5.0. This study also aims to develop an integrative, adaptive, and responsive model of IMM 5.0 cadre development to overcome the challenges of the digital era. In addition, this study evaluates the effectiveness of the model developed in strengthening 21st century competencies among IMM cadres, as well as identifying challenges and opportunities for its implementation. Ultimately, this study is expected to provide strategic recommendations for the development of student organizational cadre systems in the Society 5.0 era (Efgivia et al., n.d.). In theory, this study contributes to enriching the scientific discourse on the model of student organization cadre development in the digital era. In addition, this study contributes to the development of a theory of character education based on holistic competencies that comprehensively integrates spiritual, intellectual, and social dimensions (Sabilillah et al., 2026).

This study also offers an integrative conceptual framework that combines traditional organizational values with the demands of technology-based modernity, as well as developing a theoretical model that has the potential to be adapted by other student organizations. Practically, the results of this study are expected to be an implementive guide to developing a cadre system that is in line with the demands of Society 5.0. The model formulated can help student organizations in designing a cadre development system that is more effective, relevant, and contextual to contemporary dynamics. In addition, this study can be a reference for developing student competencies in the era of digital transformation, as well as supporting efforts to improve the quality of Indonesia's human resources so that they can compete and contribute globally without losing their national identity and values.

Metods

This study uses a qualitative method with a descriptive-analytical literature review approach. This approach was chosen because it is in line with the study's objectives, which are to develop a conceptual model based on the synthesis of various relevant literature sources (Akin et al., 2026). Research data were collected from various scientific journals, articles, and academic publications relevant to the topics of cadre development, 21st century competence, and Society 5.0. Primary data sources included 10 scientific publications selected based on their relevance to the research topic and academic quality (Susanto et al., 2025). Data analysis uses descriptive content analysis techniques to identify key patterns, themes, and concepts related to competency integration and cadre model development. The analysis process includes: (1) identification of key concepts; (2) categorization of key themes; (3) synthesis of information from various sources; (4) development of conceptual frameworks; and (5)

formulation of integrative models (Yundiani et al., 2023). The validity of the study is ensured through triangulation of sources, i.e. the use of diverse and credible literature sources (Ash-Shiddiqi et al., 2025). In addition, peer reviews and discussions with experts in the field of education and student organizations are conducted to ensure the accuracy and relevance of the developed model.

Results and Discussion

The Integrative Competency Framework of IMM 5.0 in the Society 5.0 Era

Religiosity in the IMM 5.0 model is reconstructed from a narrow understanding of rituals into an ethical and moral compass that guides cadres through the complexities of digital life in the Society 5.0 era. It serves as a normative framework based on Islamic values such as honesty (ṣidq), trust (amanah), justice ('adl), and responsibility (mas'uliyyah), directing the use of technology for the public benefit rather than treating it as ethically neutral (Wicaksana & Ar Rosyid, 2022). Practically, this competence is expressed through the ability to verify information (tabayyun) in the midst of disinformation, responsible and respectful engagement on social media, the integration of spiritual reflection into digital routines, and the emergence of moral leadership capable of fostering value-based digital literacy movements. Religiosity thus becomes a personal ethical anchor as well as a collective force that forms a civilized and just digital ecosystem (Novita, 2023).

Intellectuality in IMM 5.0 shifts from normative academic ability to cognitive capacity to process data complexity, interpret social dynamics, and formulate technology-based solutions for the benefit of the public. Cadres are expected to build comprehensive digital literacy that includes critical awareness of algorithms, information bias, and data security, combined with the ability to distinguish fact from opinion, identify hidden assumptions, and recognize manipulated data. This intellectual capacity extends to technology-based problem-solving for issues such as educational inequality and digital disinformation, strengthened by research and data analysis skills that support evidence-based decision-making (Anurogo et al., 2023). Innovation and creativity, understood as the ability to combine ideas, technology, and organizational values, complement these competencies, along with a lifelong learning orientation that keeps cadres proactive amid rapid technological disruption.

Humanitarian competence evolves from local social concern to an empathetic, collaborative, and inclusive capacity that is able to bridge cultural, ideological, and social differences in a digitally connected world. Empathy-based cross-cultural communication underpins effective interactions in a pluralistic global community, while collaboration increasingly occurs through virtual teams that demand digital coordination skills and shared responsibility across geographical boundaries (Kaur & Shukla, 2026). These competencies also drive attention to universal issues such as climate change, poverty, and social injustice, place cadres as mediators capable of defusing conflict and polarization in the digital space, and call for inclusive and participatory leadership. Ultimately, humanity in IMM 5.0 is realized through value-based networks and strategic partnerships that expand the organization's humanitarian impact.

The IMM 5.0 model maintains the existing 4M structure (Objective Macro, Subjective Macro, Objective Micro, Subjective Micro) as its ideological backbone while contextualizing each level for the Society 5.0 era. Objective Macro 5.0 strengthens cadres' historical and strategic awareness of how digital disruption is reshaping the organization's preaching and branding; Subjective Macro 5.0 fosters technology-enabled transformative leadership capable of navigating volatility and uncertainty; Objective Micro 5.0 shifts learning practices towards collaborative digital platforms, project-based learning, and international networking; and Subjective Micro 5.0 underlies the entire transformation in digital spirituality, ethical responsibility, and the balance between virtual and real life.

In these four levels, the 4C skills, critical thinking, communication, collaboration, and creativity, are embedded as cross-dimensional competencies, not additional addons. Critical thinking equips cadres to rigorously evaluate digital information in the post-truth era; communication develops into cross-cultural and multimodal da'wah delivery; collaboration is carried out through technology-based joint projects and cross-institutional partnerships; and creativity drives innovative technology-backed solutions to humanitarian problems (Helminsyah et al., 2022). Together, the 4M structure and 4C skills form an operational framework that keeps IMM's ideological identity intact while equipping cadres for the demands of Society 5.0.

In addition to the three basic competencies, IMM 5.0 integrates holistic competencies that cover the dimensions of life, life, and livelihoods. Competencies for life address digital well-being, cadres are equipped to recognize risks such as excessive screen exposure, digital fatigue, and sleep disturbances, as well as implement conscious use of technology, digital pause, and a healthy balance between online activities and face-to-face interactions (Islamy, 2026). Competencies for life emphasize active and responsible digital citizenship: participation in constructive online communities, cultural preservation through digital media, environmental awareness related to the ecological footprint of technology, and efforts to build social cohesion in the midst of digital polarization.

Competencies for livelihoods strengthen economic self-sufficiency through digital entrepreneurship, e-commerce, and personal financial literacy, including an informed and critical understanding of fintech, digital payments, and emerging digital assets (Qalbia & Saputra, 2023). Cadres are also encouraged to develop freelancing and remote work skills that fit into the seamless digital labor market, as well as channel these skills into social enterprises that integrate religiosity, humanity, and economic innovation as a form of contemporary da'wah bil hal (Nuraiman & Rizal, 2026). Together, these three holistic dimensions ensure that cadre development produces individuals who are not only technologically capable but also healthy, socially engaged, and economically resilient.

Implementation, Challenges, and Evaluation of the IMM 5.0 Cadre Development Model

The implementation of IMM 5.0 involves systemic challenges in four areas: technology gaps due to uneven digital infrastructure and literacy; human resource gaps

that require administrators and mentors to master online facilitation and data-driven approaches; cultural resistance from members accustomed to conventional and face-to-face cadre patterns and concerns that digitalization could erode ideological depths; and financial limitations in funding platforms, training, and tools (Anjani, 2026). These challenges require strategic planning, inclusive change management, and diverse collaborative funding. At the same time, these models open up significant opportunities: digital platforms enable IMM to reach cadres across geographical and national borders, forming globally connected networks; digitized learning administration and management systems improve the efficiency, structure, and personalization of cadre processes; the digital native generation responds well to multimedia-based creative preaching through podcasts, short videos, and online campaigns; and technology facilitates more collaborative cross-institutional and cross-border collaboration. Strategically managed and value-based, this opportunity positions IMM 5.0 as a progressive model capable of expanding organizational contributions to a civilized and inclusive global society (Larasati & Perkasa, 2025).

Evaluating IMM 5.0 requires a comprehensive, data-driven system built on four elements. First, competency indicators translate the three core competencies, along with 21st century skills, into a measurable and transparent rubric of assessment. Second, digital assessment tools, including e-portfolios, online reflections, and peer assessments, enable authentic and longitudinal documentation of cadre development based on real performance, not just cognitive testing (Raharjo & Veri, 2025). Third, impact measurement examines the real contributions of cadres, such as participation in empowerment programs and social enterprises, through quantitative and qualitative methods. Fourth, continuous feedback loops gather input from cadres, mentors, and partners to iteratively refine the model. Together, these elements provide the foundation of quality control needed to ensure that IMM 5.0 truly produces religious, intellectual, and humanistic cadres who are competent to face the challenges of the Society 5.0 era (Napitu et al., 2026). Taken together, the above seven dimensions show that the IMM 5.0 model is not a mechanical addition of digital tools to an existing curriculum, but rather a rearticulation of religiosity, intellectuality, and humanity through the logic of Society 5.0.

The 4M structure provides a systemic architecture, while the 4C skills and holistic living-living-livelihood competencies provide operational content that keeps the model responsive to the real-world conditions faced by cadres, ranging from information overload and digital fatigue to the need for economic independence (Metris et al., 2026). Viewed from this angle, digital transformation serves as a means to strengthen IMM's ideological mission, not diminish it. The challenges identified, ranging from infrastructure gaps to cultural resistance, should be addressed not as isolated technical issues, but rather as an integrated change management agenda that combines investment in digital tools, capacity building for instructors, participatory communication about model values, and diverse funding partnerships (Metris et al., 2025).

When these efforts are combined with the evaluation system described above, IMM 5.0 becomes a model capable of self-correction on an ongoing basis: indicators show where competencies are lagging behind, digital portfolios document authentic growth, and feedback goes directly back to curriculum design. It is this cyclical structure that

allows the model to remain ideologically rooted and empirically accountable. For Islamic student organizations and other nationalists facing similar pressures from digital transformation, the IMM 5.0 experience offers a transferable lesson: the legacy cadre framework does not need to be discarded to remain relevant, it can be recontextualized by mapping existing pillars to emerging competency demands, provided that organizations invest equally in infrastructure, human capacity, cultural support, and sustainable financing. Future research can empirically test this integrative model across different branches with different levels of digital readiness, to refine the indicators proposed here and examine how contextual factors, such as regional infrastructure gaps or differences in generation values, moderate their effectiveness in practice.

Conclusion

The IMM 5.0 model offers an integrative framework for transforming cadre development in response to the challenges and opportunities of the Society 5.0 era. Rather than replacing IMM's established ideological foundations, the model recontextualizes religiosity, intellectuality, and humanity to address the ethical, cognitive, and social demands of digital transformation. The integration of the 4M framework and 4C skills provides a systemic foundation for strengthening ideological identity while developing critical thinking, communication, collaboration, and creativity. Furthermore, the incorporation of living, life, and livelihood competencies broadens cadre development to encompass digital well-being, responsible citizenship, social engagement, and economic independence.

The implementation of IMM 5.0, however, requires more than technological adoption. Unequal digital infrastructure, limited human-resource capacity, cultural resistance, and financial constraints must be addressed through strategic planning, inclusive change management, capacity building, and sustainable funding partnerships. A comprehensive evaluation system incorporating measurable competency indicators, digital portfolios, impact assessment, and continuous feedback is also essential to support ongoing improvement and ensure accountability. Consequently, IMM 5.0 should be understood as an adaptive and value-based cadre development framework in which digital transformation strengthens rather than diminishes the organization's ideological mission. Future empirical research across IMM branches with different levels of digital readiness is needed to validate the proposed framework, refine its competency indicators, and examine how contextual factors influence its effectiveness.

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