

## MODERNIZATION AND RENEWAL ISLAMIC EDUCATION IN THE ERA OF SOCIETY 5.0: A SYSTEMATIC REVIEW

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### ABSTRACT

Currently, the development of information technology has reached all levels of society, including Islamic religious education. Industrial progress has made it necessary for society to be capable of addressing all the challenges that exist today. The effects of both 5.0 have a significant influence on human life and educational institutions. To anticipate the negative impacts of advances in science and technology, as well as the rapid pace of modernization, individuals must immediately become aware of and strengthen their religious knowledge within themselves. This study employs a systematic review research approach, scrutinizing literature-based data sources about the modernization of Islamic religious education in the Era of Society 5.0. We hope that moral education will cultivate a morally advanced generation, acting as a filter against foreign cultural values that contradict Islamic teachings and Indonesian culture. Information technology development is currently affecting all areas of social life, including education. We need three literacies in the Era of Society 5.0: data literacy, human literacy, and technological literacy. Learning in the era of revolution Revolution 4.0 can implement hybrid/blended learning and case-based learning. Education in the era of Society 5.0 enables students to engage in learning activities alongside robots, designed to supplant the role of educators. This article examines the modernization and renewal of Islamic religious education in the era of society 5.0. In this way, education actors and stakeholders can understand the importance of technology in Islamic education in the era of Society 5.0.

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## 1. INTRODUCTION

Islamic education is of paramount importance to all of human existence. To accomplish national education objectives, education necessitates interaction between individuals, particularly educators and students (Sukasni & Efendy, 2017; Syafaruddin, 2023). In this context, we must address fundamental philosophical concerns, such as the purpose of education, the nature of the educational material, the roles of the teacher and the student, and the process of educational interaction. Especially in the field of

education, challenges and obstacles are subject to ongoing development and change as time progresses. This is because human demands and requirements are subject to change. In this globalized era, education must adapt to its conditions and challenges, as well as its functions and responsibilities (Olssen, 2020; Rahmatullah et al., 2022). It is imperative to be prepared to alter the perspective of education to cultivate intelligent individuals who strive for empowerment and excellence. In the current era of globalization, industrial advancement has necessitated that society be capable of confronting all the current obstacles (Tavares et al., 2022). Consequently, we anticipate education to play a significant role in the ongoing struggle for existence in education. We anticipate educational institutions to remain resilient and robust, withstand obstacles and challenges, and adapt to changes in the local, national, regional, and global community environment.

Society 5.0 has a complex impact on all facets of human existence, including education (Narvaez Rojas et al., 2021; Mourtzis et al., 2022; Syafaruddin, 2022). This is sufficient to arouse widespread apprehensions if the subsequent generation or generations of the nation view character education and morals as secondary. The concept of modernity is merely an endeavor to enhance one's perspective and attitude. Conversely, the Society 5.0 era is characterized by swift transformations that are sometimes difficult for the general populace to comprehend (Barrett et al., 2021). Individuals must promptly recognize the negative and disadvantageous effects of the rapid tempo of modernization and the advancements in science and technology to equip themselves with a variety of scientific abilities. To fulfill the role of a professional Islamic religious education institution that upholds the concept of *akhlaqul karimah*, individuals must enhance the quality of education through character education and establish themselves as the primary pillar of national education (Tabroni et al., 2022; Dayusman, 2023).

The National Education System Law mandates the national education system to provide all citizens with the widest learning opportunities, nurture the holistic development of virtuous, devoted, and faith-filled individuals, and enhance the nation's intelligence through the acquisition of knowledge and skills (Latief et al., 2021). The system aims to instill a sense of social and national responsibility, cultivate an independent personality, and promote physical and spiritual health in all citizens. During this period of industrialization, Islamic religious education is an important and strategic element in the development of high-quality human resources (Budiarto & Salsabila, 2022; Zubairi et al., 2022). We anticipate that the Indonesian nation will gradually and continuously cultivate its potential from one generation to the next to achieve national ideals and objectives. Modern education undoubtedly contributes to the development of an educational character that is both contemporary and ethical (Komatsu & Rappleye, 2020; Harrison & Laco, 2022). How can a teacher actively contribute to this outcome, and how can they offer strategies to enhance their proficiency while acknowledging that a teacher's quality is similar to that of an actor? major in the field of education.

In recent decades, there has been a resurgence of interest in Islamic educational thought, which has attempted to reassemble the paradigm of Islamic science and

education (Putri & Ni'mah, 2023; Sumarna, 2023). Al-Faruqi and al-Attas introduced the concept of Islamization of science, which serves as inspiration for this movement. Islamic education is currently facing a variety of crises, despite its perceived distance from the idealism many parties anticipate (Huringiin & Yasmin, 2021; Akrim et al., 2022). This endeavor encompasses reconstructionism, which is the act of recasting.

In the realm of pedagogical philosophy, reconstructionism is a movement that aims to alter the traditional order and establish a more contemporary framework for cultural existence, as well as to establish a consensus on the regulation of human life and its environment (Silfiana, 2020; Saputra & Krismono, 2021). This necessitates collaboration among individuals. Reconstructionism is a continuation of progressivism, with an emphasis on the development of a shared understanding of the ultimate objectives of human existence, issue resolution, and critical thinking (Melesse & Belay, 2022; Hines & Fallace, 2023). The process is not as significant to this institution as the learning outcomes.

The Japanese government's introduction of Society 5.0 is a concept that not only emphasizes manufacturing but also seeks social solutions by integrating the physical and virtual realms (Barret et al., 2021; Carayannis & Morawska, 2023). The Internet of Things (IoT) gathers big data technology, which artificial intelligence (AI) transforms to improve the quality of human existence, including education. Indonesia has entered the era of education 4.0 as a result of the development of online learning, alterations in the national examination system, and the admission of new pupils, all of which are online-based (Fadilurrahman et al., 2021; Akrim, 2022). Teachers play a critical role in the Industrial Revolution 4.0 era, not only as knowledge providers but also as advisers of character, morals, and exemplary behavior (Fernández et al., 2021; Kaliraj & Devi, 2022; Haleem et al., 2024). We anticipate that Society 5.0 will successfully integrate technology into education, all the while upholding the crucial role of teachers in fostering students' moral and character development. Consequently, the objective of this paper is to examine the modernization and renewal of Islamic education in the Era of Society 5.0.

## 2. METHOD

We structured the research into four primary phases, each elaborating on itself. The stages will follow the implementation method. The procedure for searching the literature entails filtering search results according to predefined criteria. We implement inclusion and exclusion criteria as the foundation for literature selection. We divide the search procedure into four distinct phases: identification, screening, eligibility, and inclusion. The series, which relies on minimal evidence, aids authors in presenting a wide range of systematic reviews and meta-analyses. The specific inquiry period is 2019–2024. Based on minimal evidence, this approach assists authors in presenting a wide range of systematic reviews and meta-analyses that assess the advantages. The specific inquiry period is 2019–2024.

Systematic reviews are solely focused on article-based research. The author utilizes research articles that have undergone assessment and publication in English-language

journals. Using Mendeley tools, the author manages articles obtained from online databases. During the identification phase, we will conduct three literature searches. We will conduct these searches on online databases that house extensive academic study repositories, such as SINTA and Science Direct. In the second phase of the identification stage, we also search for corroborating data.

The next phase, screening, consists of three distinct procedures. First, determine the strings (keywords) that the inquiry will utilize. We divide the use of strings into numerous phases. The initial phase of the inquiry used the terms "expert" and "system." Once the tracing process is complete, the subsequent screening process involves identifying redundant or duplicate data. We also filter the abstract, keywords, and title of the article. We scrutinize and choose titles, abstracts, and keywords from search results, adhering to the predetermined eligibility standards. The screening stage encompasses the period from 2019 to 2024. At the end of this phase, we determine the amount of data used and those not used for further review.

In the eligibility stage, this is accomplished by reviewing complete or fragmentary articles that have not been eliminated in the previous stage to ascertain whether the article should be included in the subsequent study following the eligibility criteria. We examined the reference lists of the selected articles to identify additional pertinent studies. Consequently, we have two components left: those that meet the requirements and those that don't. At this stage, the research methods and techniques that are appropriate for the study must be satisfied. We categorize the data according to the techniques used, the field of the case study, and the approach, and differentiate it based on two categories of research methods: qualitative and quantitative. The final stage is also included.

### 3. RESULTS AND DISCUSSION

#### Results

Using the SINTA, IEEE, Science Direct, and Emerald databases, we can review a total of 50 articles. The final results of the articles used after being categorized based on field clusters in the eligibility stage. We adopts the previously defined flowchart to provide a detailed explanation of all the stages systematic reviews.

#### Identification

The identification process revealed the use of SINTA and Science Direct as the databases. We used the string "Modernization and Renewal of Islamic Education in the Era of Society 5.0" in the first search. Table 1 below displays the search results based on three sources. 50 article identifications based on "Islamic Education in the Era of Society 5.0" were entered, which corresponded to the topic.

**Table 1.** Amount of Identified Data

Source	URL	Search result
SINTA	<a href="https://sinta.kemdikbud.go.id">https://sinta.kemdikbud.go.id</a>	20
Science Direct	<a href="https://www.sciencedirect.com">https://www.sciencedirect.com</a>	30

### Screening

The screening process is not limited to just one string; it consists of several strings. Strings are determined based on the techniques used in data mining, which have been discussed previously and are presented in Table 2 below.

**Table 2.** Search String

Keywords	Search Results
Islamic Education in the Era of Society 5.0	"Islamic Education in the Era of Society 5.0"
<i>Association</i>	<i>association</i>
<i>Classification</i>	<i>classification</i>
<i>Clustering</i>	<i>clustering</i>
<i>Outlier</i>	<i>outlier</i>
<i>Prediction</i>	<i>prediction</i>
<i>Regression</i>	<i>regression</i>

### Eligibility

We selected 50 suitable articles from the screening results and excluded 40 for the next stage. This process utilized a total of 10 articles. Naturally, this differs from the previous 50 articles, as we conducted the process by reading the articles in their entirety or parts.

The previous numbers were derived solely from the titles. After reviewing the methodology and abstracts of 50 articles, it became apparent that several articles employed multiple approaches in their techniques, resulting in duplication in clustering results. Therefore, a re-evaluation of the abstract, keywords, and research methodology is necessary. We found 10 suitable articles, as shown in Table 3.

**Table 3.** Article search results

No	Article Title	Types, Objectives, Methods, and Results
1.	Hasanah, U., Hakim, I. U., & Zain, Z. F. S. (2023). Islamic Education in the Society 5.0 Era: Lesson to Learn. <i>IJECA (International Journal of Education and Curriculum Application)</i> , 6(1), 21-32.	This research aims to determine the future direction of Islamic education in the 1950s. Depending on the type of library research, we apply a descriptive-qualitative method. The analysis results indicate that the development of Islamic religious education focuses on key actors, specifically teachers, and policymakers, who facilitate a fun learning process, prioritize student welfare, instill and strengthen Islamic character, and raise student awareness of the importance of science and technology in education, particularly in the current societal era. 5.0 and realize independent learning. Therefore, we can conclude that Islamic education, if it can adapt to change without losing its essence, can aid in the preparation of superior human resources with a variety of skills relevant to contemporary needs.
2.	Wantini, W., Sasmita, R., Andaresta, O., Silvira, Y., Wulandari, R., & Azzahra, S. (2023). Revolutionizing Islamic Education: The Primary Role of Teachers in Society 5.0 Learning Process. <i>AL-ISHLAH:</i>	This research employs the library research method, using books, scientific articles, and documents relevant to the research problem as data sources. Overcoming challenges and thinking critically and creatively are skills needed in society in the 5.0 era because they will enable society to benefit from industrial developments in the 4.0 era. In Society 5.0, the role of PAI teachers in the education process necessitates teachers who are not

No	Article Title	Types, Objectives, Methods, and Results
	<i>Jurnal Pendidikan</i> , 15(3), 3144-3155.	only qualified and technologically literate but also imaginative and creative in the learning process. The role of Islamic religious education teachers in their relationships with students during Society 5.0 can encourage students to be creative and innovate in learning so that they are able to think critically, solve problems, and develop morals and character.
3.	Akrim, A. (2022). A new direction of Islamic education in Indonesia: Opportunities and challenges in the Industrial Revolution Era 4.0. <i>Edukasi Islami: Jurnal Pendidikan Islam</i> , 11(01), 35-48.	This article aims to discuss the dynamics of Islamic education's development and discourse in a futuristic learning context, as well as the challenges and opportunities facing Islamic education in the Era of Revolution 4.0, also known as the Era of Disruption. The study employs a qualitative research method, utilizing a library approach, and draws primarily from literature, journals, and books pertinent to the topic under discussion. The discussion's results reveal a variety of opportunities and challenges confronting Islamic education in Indonesia, particularly in the era of disruption, which has its roots in globalization. Despite the abundance of options, Islamic education must remain cognizant of the challenges it faces. They must also remain cognizant of the challenges that Islamic education faces. This study identified several challenges, including the ability of Islamic education to harmonize divine verses with kauniyah verses, the need to maintain an anthropocentric education that aligns the God-human relationship with the press's perspective, and the assertion that humans are God's noble creatures. Faith and science are inseparable from each other. He made adjustments between fulfilling spiritual needs (spiritual-ukhrowi) and realizing physical needs (material-worldly), while also harmonizing revelation with reason (thinking, critical, and rational).
4.	Ekasari, S., Manullang, S. O., Syakhrani, A. W., & Amin, H. (2021). Understanding Islamic Education Management in Digital Era: What Experts Say. <i>Nidhomul Haq: Jurnal Manajemen Pendidikan Islam</i> , 6(1), 127-143.	This research aims to understand the application of technology in Islamic education governance. As a result, we conducted data search efforts with electronic assistance from Google Scholar in other applications. Our analysis then involved in-depth systems coding, evaluation, and interpretation of the data to produce valid and reliable findings. We conducted this research using a qualitative data review design, examining publications published between 2010 and 2021 to gather the most recent data. The discussion of the data findings concludes that the management of Islamic educational institutions appreciates the use of digital technology or websites in programs to prepare graduates with the same knowledge and skills. There is a balance between worldly interests and preparation for the hereafter.
5.	Nikmatullah, C., Wahyudin, W., & Fauzi, A. (2023). Digital Pesantren: Revitalization of the Islamic Education System	This research aims to identify the Islamic education system encountered by Islamic boarding schools during times of upheaval. This research is qualitative. The research revealed the following: (1) Islamic boarding schools enhance the Islamic education system by

No	Article Title	Types, Objectives, Methods, and Results
	in the Disruptive Era. <i>Al-Izzah: Jurnal Hasil-Hasil Penelitian</i> , 1-14.	broadening the santri's horizons through extracurricular activities tailored to their individual interests and talents. For information collection and knowledge transfer, Pesantren will focus on all areas of life (the Internet of Things), big data, and artificial intelligence. (2) Pesantren will also focus on the role of Islamic boarding schools in an era of disruption, along with advances in science and technology. Islamic education still relies on three terms: tarbiyah, ta'lim, and ta'dib, and the use of each of these terms has many implications. Science and technology can fulfill the role of innovation, teaching methods, and media. (3) In this disruptive era, addressing digital needs in Islamic boarding schools can facilitate students' access to information and knowledge. We will examine the alterations in Islamic education, focusing on the media used for instruction, the methods employed for teaching, and the Islamic curriculum in the digital age. (4) We will address issues with the Islamic education system in Islamic boarding schools by adapting and restructuring it to meet the social needs and challenges of the digital era while adhering to Islamic principles.
6.	Mahmudah, M., Siregar, M., & Putra, W. H. (2023). Modernization of Islam and Language Education in the Society 5.0 Era in the Perspective of Harun Nasution. <i>Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme</i> , 5(3), 30-43.	This research seeks to elucidate perspectives on the modernization of Islamic education and language in the context of society. Harun Nasution's perspective. This research is qualitative in nature and employs a literature study approach. The research results show that the modernization of Islamic education is a historical inevitability, and the movement can start at Islamic universities. Second, to strengthen the contribution of Harun Nasution's thinking to the modernization of Islamic education, he recommends two major agendas for change, namely academic traditions and institutional transformation. In the academic tradition, he emphasizes curriculum changes that are more dynamic and futuristic, as well as philosophical and critical Islamic study methodology. The curriculum for Islamic education and language must always be dynamic and futuristic in order to adapt to the changing needs of society. 5.0. Meanwhile, the institutional transformation in question is a shift from IAIN to UIN. Harun Nasution's strategic agenda of modernizing Islamic education aims to guide Muslims to become modern and rational individuals without compromising their faith and Islamic principles.
7.	Diana, A., Azani, M. Z., & Mahmudulhassan, M. (2024). The Concept and Context of Islamic Education Learning in the Digital Era: Relevance and Integrative	The aim of this research is to analyze the relevance of Islamic education in the digital era. This research employs literature studies and qualitative research methods. The research findings indicate that the globalization era has significantly influenced Islamic education, particularly in terms of the ease of accessing various types of information as technology advances. In the era of globalization, national education heavily

No	Article Title	Types, Objectives, Methods, and Results
	Studies. <i>Profetika: Jurnal Studi Islam</i> , 25(01), 33-44.	prioritizes value systems and philosophy, with Islamic educational philosophy serving as a framework for understanding education through the teachings of the Islamic religion. This philosophy focuses on the development of human abilities and guides individuals to become fully imbued with Islamic teachings throughout their lives. Second, the pressure of globalization requires a qualified, educated, and skilled workforce. Third, collaboration in schools is very important, especially given the influence of globalization and international cooperation in education. Therefore, it is crucial to integrate the concepts and context of Islamic studies with the globalization era, in order to understand the dynamics and progress of education in this era.
8.	Imran, I., & Mardhiah, A. (2023). Revitalizing islamic education: professionalism of state islamic religious college lecturers in welcoming the industrial era 4.0. <i>Jurnal Ilmiah Peuradeun</i> , 11(3), 811-830.	This study focuses on three aspects: 1) the professionalism of lecturers at the Aceh State Islamic Religious College (PTKIN) Faculty of Tarbiyah and Teacher Training (FTK) in welcoming the era of industrial revolution 4.0; 2) the skills of FTK PTKIN Aceh lecturers in utilizing technology in teaching; and 3) strategies for developing the professional competency of FTK lecturers in welcoming the era of industrial revolution 4.0. This research used qualitative methods with fifty informants from FTK-PTKIN in Aceh. This research reveals that FTK-PTKIN lecturers in Aceh have high professional competence and excellent skills in utilizing technology in teaching to welcome the Industrial Revolution 4.0 era. Google Classroom, Google Meet, Zoom, and WhatsMoreover, strategies like doctoral education, technology training, and scholarship provision enhance the professional competence of FTK lecturers.hips.
9.	Saada, N. (2023). Educating for global citizenship in religious education: Islamic perspective. <i>International Journal of Educational Development</i> , 103, 102894.	This conceptual article expands our knowledge of the meaning and spiritual practice of global citizenship by focusing on the civic and global goals of Islamic religious education in western societies. This report reviews written literature (in English) regarding Islamic religious education and global citizenship education, and proposes an educational strategy that considers the moral, socio-political, and reflective aspects of Islamic global citizenship education (IGCE). This includes, for example, recognition of the contribution of Islamic traditions to peaceful and dialogical life; the importance of contextualization, historicization, and rationalization of religious interpretation; recognition of diversity within Islam and society at large; the importance of moral reasoning in democratic and pluralistic societies; and deconstruction of Islamophobia and extremism discourse at the global level. We encourage Muslim students in middle and high school to cultivate their global and self-reflective identities. This research challenges existing writings regarding the secular nature



No	Article Title	Types, Objectives, Methods, and Results
10.	Parhan, M., Budiyan, N., & Kartiko, A. (2024). Transformative Pedagogy: Islamic Religious Education Model for Society 5.0 Amidst the Industrial Revolution. <i>Tafkir: Interdisciplinary Journal of Islamic Education</i> , 5(2), 344-359.	of global citizenship and explains the possible spiritual implications of global citizenship from an Islamic perspective. This research uses a qualitative approach with a literature review method that aims to offer a model of Islamic religious education in the era of industrial society revolution 5.0. This learning model can help prepare students to face the real world by directing them to the expectations they will achieve, the challenges they will face, and the abilities they need to master. This allows the campus environment to transform into a real-life learning environment for students. This new model allows for the flexible delivery of Islamic religious education, making it more adaptable to changing times.

### Included

At this stage, we search for qualitative and quantitative methods, conduct a thorough review of the article, and pay close attention to data collection methods such as observation, visual analysis, literature study, and interviews. The following points clearly demonstrate this:

This qualitative research is dynamic, meaning it is always open to changes, additions, and replacements during the analysis process. The qualitative method focuses on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon. Humanism, or individual humans and human behavior, is the focus of qualitative research, which acknowledges that the internal aspects of the individual influence all the consequences of human actions.

To discover relationships between the variables under study, researchers collect, process, and analyze data sets in quantitative research. The variables used can be two or more. Quantitative research employs numerical data and emphasizes the process of measuring objective results using statistical analysis. Quantitative methods aim to collect data sets and make generalizations to explain specific phenomena experienced by the population. In quantitative research, prediction is the most widely used technique. Because prediction techniques rely on historical data to forecast future data, Table 5 illustrates how the field of geophysics employs prediction techniques not present in qualitative research. This study employs prediction techniques to forecast micrometeorological data.

Based on the search results of the 10 articles in Table 3, various data were used in the research. Table 4 below describes the search results for the 10 articles.

**Table 4.** Search Results for Qualitative Data and Quantitative Data

No	Author	Data Type
1.	Hasanah et al., 2023	Descriptive-qualitative
2.	Wantini et al., 2023	Library research method
3.	Akrim, 2022	Qualitative
4.	Ekasari et al., 2021	Qualitative
5.	Nikmatullah et al., 2023	Qualitative
6.	Mahmudah et al., 2023	Qualitative

No	Author	Data Type
7.	Diana et al., 2024	Literature studies and qualitative
8.	Imran & Mardhiah, 2023	Qualitative
9.	Saada, 2023	Systematic Reviews
10.	Parhan et al., 2024	Qualitative approach with a literature review

In this global era, the modernization process makes everything fast and easy. The Industrial Revolution 4.0, coupled with disruptive innovation, has placed Islamic religious education in a fierce struggle for survival. Islamic Religious Education needs to adapt to the challenges of the industrial revolution by fostering strong moral values among humans. In forming these morals, Islamic education has a very urgent task. Education cannot ignore the influence of the globalization era, which significantly shapes modern Islamic religious education and fosters good morals. This reality necessitates the reform and modernization of Islamic religious education. In the era of industrial revolution 4.0, education must be able to open up and accept the era of globalization with all its consequences, both positive and negative.

Islamic Religious Education should play a crucial role in adapting to the changing times, demonstrating its strength in the Era of Society 5.0. In addition, Islamic Religious Education adapts to the changing needs and demands of society in the era of the industrial revolution, while also looking towards the future. The role of Islamic Religious Education reflects that, in response to changing conditions on a local, regional, or global scale, it has strived to meet the challenges that arise in line with global educational needs.

#### 4. CONCLUSION

The systematic review method, which employs data mining techniques to search for articles about "Modernization and Renewal of Islamic Education in the Era of Society 5.0," filters data to find information. The tools used are certainly a supporting factor. Similarly, the database ensures that a significant amount of data is required to accomplish the objective. The use of systematic reviews is a very useful method for adapting the field of "Islamic Education in the Era of Society 5.0" to articles in the same field. A systematic review concluded that moral education should produce a morally advanced generation, serving as a filter against foreign cultural values that contradict Islamic teachings. and Indonesian culture. The development of information technology is currently penetrating all areas of people's lives, including education. Three literacies are necessary in the Era of Society 5.0: data literacy, human literacy, and technological literacy. Learning in the era of Revolution 4.0 can apply hybrid/blended learning and case-based learning. Even in the era of Society 5.0, education allows students to take part in learning activities side by side with robots designed to replace the role of educators. This article examines the modernization and renewal of Islamic religious education in the era of society 5.0. In this way, education actors and stakeholders can understand the importance of technology in Islamic education in the era of Society 5.0.

As an implication, the results of this research will provide a significant contribution to the field of Islamic education. We anticipate that Islamic religious education will identify an individual's abilities and inclinations to explore their full potential, then provide them with the necessary skills to engage with the realities of this industrial revolution and help achieve the desired goals, especially in the era of Society 5.0.

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