

Islamic Education Perspectives in The Digital Era Among Gen Z

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Abstract : The development of digital technology has brought significant changes to various aspects of life, including education, particularly Islamic Religious Education (PAI). Generation Z, as a generation growing up amidst technological advancements, possesses distinctive characteristics, such as high digital adaptability, interactive learning patterns, and openness to global information. However, these conditions also present challenges in the form of low control over digital media use, a moral crisis, and a weakening of spiritual values among the younger generation. This study aims to analyze the perspective of Islamic education in facing the development of the digital era in Generation Z, while also examining the role of digital technology in supporting the Islamic education process. The study used a library research method with a descriptive-qualitative approach through analysis of various literature sources, such as scientific journals, books, articles, and relevant research results. The results show that Islamic education plays a strategic role in shaping the character of Generation Z by strengthening moral values, spirituality, digital literacy, and religious moderation. In addition, the use of digital technology in Islamic education, such as e-learning, social media, and interactive learning platforms, can increase learning effectiveness when integrated with Islamic values. Therefore,

Islamic education is required to be adaptive to technological developments without ignoring the basic principles of religion, so that it can produce a generation that is critical, creative, adaptive, and still has a strong Islamic identity in the digital era.

Keywords: *Islamic Education, Digital Era, Generation Z, Digital Technology, Islamic Religious Education.*

Abstrak : Perkembangan teknologi digital telah membawa perubahan signifikan dalam berbagai aspek kehidupan, termasuk dalam bidang pendidikan, khususnya Pendidikan Agama Islam (PAI). Generasi Z sebagai generasi yang tumbuh di tengah kemajuan teknologi memiliki karakteristik khas, seperti kemampuan adaptasi digital yang tinggi, pola belajar yang interaktif, serta keterbukaan terhadap informasi global. Namun, kondisi tersebut juga menghadirkan tantangan berupa rendahnya kontrol penggunaan media digital, krisis moral, serta melemahnya nilai spiritual di kalangan generasi muda. Penelitian ini bertujuan untuk menganalisis perspektif pendidikan Islam dalam menghadapi perkembangan era digital pada Generasi Z, sekaligus mengkaji peran teknologi digital dalam mendukung proses pendidikan Islam. Penelitian menggunakan metode studi pustaka (*library research*) dengan pendekatan deskriptif-kualitatif melalui analisis berbagai sumber literatur, seperti jurnal ilmiah, buku, artikel, dan hasil penelitian yang relevan. Hasil penelitian menunjukkan bahwa pendidikan Islam memiliki peran strategis dalam membentuk karakter Generasi Z melalui penguatan nilai akhlak, spiritualitas, literasi digital, dan moderasi beragama. Selain itu, pemanfaatan teknologi digital dalam pendidikan Islam, seperti *e-learning*, media sosial, dan platform pembelajaran interaktif, mampu meningkatkan efektivitas pembelajaran apabila diintegrasikan dengan nilai-nilai keislaman. Oleh karena itu, pendidikan Islam dituntut untuk adaptif terhadap perkembangan teknologi tanpa mengabaikan prinsip dasar agama, sehingga mampu melahirkan generasi yang kritis, kreatif, adaptif, dan tetap memiliki identitas keislaman yang kuat di era digital.

Kata Kunci: Pendidikan Islam, Era Digital, Generasi Z, Teknologi Digital, Pendidikan Agama Islam.

Introduction

Islamic Religious Education essentially plays a vital role in shaping the faith, piety, and character of students, enabling them to implement religious values in their social, national, and state lives. This role is becoming increasingly important amidst the

rapid development of the digital era.¹ Generation Z, born between the mid-1990s and early 2010s, grew up in an environment closely connected to digital technology, the internet, and social media. This makes them more open to information, ideas, and cultures from around the world. However, this openness also presents new challenges, such as low control over social media use, decreased social sensitivity, and the emergence of various behaviors that are inconsistent with moral and Islamic values.²

The development of digital technology has significantly impacted various aspects of human life, including social, educational, and religious matters.³ The presence of the internet, smart devices, and social media has transformed communication patterns, information acquisition, and even the learning process. In the educational context, digital transformation requires Islamic educational institutions to adapt to technological developments to ensure learning remains relevant to the needs and characteristics of Generation Z. This generation is known for its high technological adaptability, active use of digital media, and a tendency to desire interactive, flexible, and innovative learning processes.

The digital era is also marked by increasingly easy access to various sources of knowledge through information and communication technology. This situation presents a significant opportunity for education, particularly Islamic Religious Education, to develop more effective and engaging learning models. The use of digital media, e-learning, and interactive learning platforms can be a strategic tool in improving the quality of learning while strengthening students' Islamic understanding.⁴ Thus, technology is no longer seen as a threat to Islamic Education, but rather as an important

¹ Herlini Puspika Sari Tanntika tri Hapsari, Marenza, 'Peran Pendidikan Agama Islam Dalam Membentuk Karakter Siswa Di Era Globalisasi', *Ikhlās : Jurnal Ilmiah Pendidikan Islam*, 2.3 (2025), 288–96 <<https://doi.org/10.61132/karakter.v2i3.1253>>.

² Hilmiyatul Aliyah and Siti Masyithoh, 'Tinjauan Literatur: Peran Teknologi Digital Dalam Meningkatkan Kualitas Pembelajaran Di Sekolah', *Jurnal Teknologi Pendidikan Dan Pembelajaran (JTTP)*, 01.04 (2024), 681–87.

³ Amara Nathania, Fabian M. Octavian, and Zein Simanjuntak, 'Pengaruh Perkembangan Teknologi Digital Terhadap Praktik Keagamaan Di Kalangan Gen Z', *Lentera Jurnal Manajemen*, 2.3 (2024), 1–10 <<https://lenterajurnalmanajemen.com/index.php/home/article/view/126/72>>.

⁴ Nathania, M. Octavian, and Simanjuntak.

instrument in instilling moral values, spirituality, and digital literacy that are in accordance with Islamic teachings⁵.

Therefore, the perspective of Islamic education in the digital era for Gen Z requires not only the ability to keep up with technological developments but also to play an active role in guiding Gen Z to utilize technology wisely, responsibly, and remain grounded in Islamic values. Through adaptive and values-based Islamic education, it is hoped that Islamic education can provide a solution to the social and moral challenges that will arise from the development of digitalization among Gen Z.

Research Method

This study uses a library research method aimed at analyzing and understanding the dynamics of Islamic education in the digital era based on relevant literature sources. Data were collected through a review of various references, such as scientific journals, books, articles, research reports, and digital sources that discuss the relationship between Islamic education and technological developments. This approach allows researchers to explore ideas, theories, and concepts developed by experts in the fields of education and technology, as well as identify challenges and opportunities that arise in the implementation of Islamic education in the modern era. The analysis was conducted descriptively and qualitatively to provide an in-depth understanding of how digital technology can be integrated into Islamic education without neglecting basic religious values.⁶

Results and Discussion

Characteristics Of Gen Z In The Digital Era From The Perspective Of Islamic Education

Generation Z is a group born between the mid-1990s and the early 2010s and growing up alongside the rapid development of digital technology. Unlike previous generations, Generation Z is known as digital natives, meaning they have been

⁵ Khodijatul Karimah, Khoiru Annisa Siregar, and Muhammad Abdan Syakuro, 'Generasi Z Dan Tantangan Pendidikan Islam Di Era Digital', *Sujud: Jurnal Agama, Sosial, Dan Budaya*, 1.4 (2025), 155–68.

⁶ Helvin Kyngas, Kristina Mikkonen, and Maria Kaariainen, *The Application of Content Analysis in Nursing Science Research, The Application of Content Analysis in Nursing Science Research*, 2020 <<https://doi.org/10.1007/978-3-030-30199-6>>.

accustomed to using the internet, social media, and various digital technology devices in their daily activities since an early age.⁷ This condition has created distinctive characteristics such as a high ability to adapt to technology, a more open mindset, a rapid acceptance of information, and a tendency towards interactive, visual, and flexible learning. In the context of education, these characteristics require a transformation of learning methods to better suit the needs and learning styles of the younger generation in the digital era.

The development of digital technology also presents its own challenges for shaping the character of Generation Z. Easy, unlimited access to information has the potential to influence the mindset, behavior, and value systems of the younger generation.⁸ Generation Z tends to face various issues such as increased dependence on social media, a culture of instant gratification, a decline in the quality of direct social interactions, and a poor ability to filter valid information. Furthermore, exposure to digital content that is inconsistent with moral principles and religious values can lead to identity crises, decreased social sensitivity, and even a weakening of spiritual understanding among the younger generation.

From an Islamic education perspective, the characteristics of Generation Z are seen as both a challenge and an opportunity, requiring a more adaptive educational approach without neglecting fundamental Islamic values. Islamic education is not solely oriented toward the transfer of knowledge but also emphasizes the process of moral formation, spiritual strengthening, and the development of students' morals.⁹ Therefore, Islamic education needs to integrate learning approaches relevant to the characteristics of Generation Z through the use of digital technology that is educational, innovative, and grounded in Islamic values.

Islamic education has a strategic responsibility to shape a Generation Z that is not only intellectually and digitally superior but also possesses strong moral and

⁷ Early Ni'mah Hayati, 'Karakteristik Belajar Generasi Z Dan Implikasinya Terhadap Desain Pembelajaran Ips', *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 4.8 (2024), 8 <<https://doi.org/10.17977/um065.v4.i8.2024.8>>.

⁸ Nathania, M. Octavian, and Simanjuntak.

⁹ Dessy Anggriani and Purnawasari Ayu, 'PERAN PENTING PENDIDIKAN ISLAM DI ERA GEN Z', *Al-Mujahadah :Islamic Education Journal*, 1.1 (2023), 111–18.

spiritual intelligence. This effort can be realized through strengthening character education, fostering good manners in digital media, increasing religious literacy, and instilling an attitude of religious moderation. Thus, Islamic education is expected to produce a generation that is critical, creative, and adaptive to current developments, while maintaining a strong Islamic identity amidst the currents of globalization and digitalization.

The Role Of Digital Technology In Islamic Education

The development of digital technology has had a significant impact on various aspects of life, including the Islamic education sector.¹⁰ One important impact of the use of digital technology is the increased ease of access to various Islamic learning resources. Through the use of digital devices such as smartphones and computers, students can gain access to a variety of Quranic applications, tafsir books, hadiths, and other Islamic learning materials available in the form of e-books and online learning platforms. This situation provides an opportunity for the public to study Islamic teachings more flexibly, without being bound by space and time, allowing for a more widespread and effective dissemination and internalization of Islamic values.¹¹

Social media also plays a significant role as a medium for da'wah (Islamic outreach) and a means of Islamic education in the digital era.¹² Various digital platforms such as YouTube, Instagram, and TikTok are utilized by preachers and educators to convey Islamic teachings and values through more innovative and engaging approaches. Various forms of content, such as short video lectures, educational Islamic content, and interactive question-and-answer sessions, have become quite popular, especially among the younger generation. This phenomenon demonstrates that the development of digital technology serves not only as a learning instrument but also as a strategic medium for expanding the dissemination of religious knowledge and strengthening broader Islamic understanding.

¹⁰ Oga Sugianto and others, 'Peran Teknologi Dalam Pembelajaran Pendidikan Agama Islam', *IJoIS: Indonesian Journal of Islamic Studies*, 4.1 (2023), 17–24 <<https://doi.org/10.59525/ijois.v4i1.197>>.

¹¹ Meta Icha, Syahla Amelia and Ahmad Irfan Mufid, 'Pemanfaatan Teknologi Informasi Digital Dalam Pengembangan Pendidikan Madrasah Dan Pesantren', *Jurnal Manajemen Pendidikan Islam (Edium)*, 3.1 (2025), 3047–3244 <<https://doi.org/0.35905/edium.v>>.

¹² Icha, Syahla Amelia and Mufid.

The development of digital technology also encourages collaboration and innovation in the learning process of Islamic education. In the context of formal education, the presence of Islamic-based e-learning platforms provides a space for educators and students to interact virtually through various learning activities, such as online classes, group discussions, and digital-based assignments. Furthermore, the use of multimedia-based learning media, such as animated videos and interactive simulations, can help students understand abstract Islamic concepts, such as those in Islamic jurisprudence (fiqh) and Islamic history, with a more engaging and accessible approach. Therefore, digital technology presents various strategic opportunities to strengthen the quality of Islamic education, making it more adaptive, relevant, and able to meet the needs of modern society. However, the implementation of technology in Islamic education still requires adequate supervision and guidance to ensure its alignment with the principles and values of the Islamic teachings being taught.

Educational Transformation in The Digital Era

Digital transformation is driving Islamic educational institutions to innovate in curriculum development and the implementation of pedagogical approaches. The characteristics of Generation Z, who tend to lose focus more easily with conventional learning methods, such as one-way lectures, demand more interactive, visual, and experience-based learning strategies. In this context, Islamic education needs to adapt to this generation's learning style without neglecting the spiritual values that form the foundation of religious education. The implementation of a blended learning model, a combination of online and face-to-face learning, and the use of gamification approaches, are considered capable of increasing student active participation in Islamic

Religious Education (PAI) learning. Various research findings indicate that the use of educational platforms, such as Kahoot! and Quizizz, particularly in learning the Quran and Hadith, contributes to increased learning motivation and strengthens students' retention of the material.¹³ However, the implementation of these digital innovations needs to be accompanied by the internalization of the values of sincerity,

¹³ Sindi Septia Hasnida, Ridho Adrian, and Nico aditia Siagian, 'Tranformasi Pendidikan Di Era Digital', *Jurnal Bintang Pendidikan Indonesia (JUBPI)*, 2.1 (2024), 110–16.

ethics, and etiquette in the learning process so that technology is positioned as a supporting instrument for strengthening faith and developing morals, rather than the primary goal of learning.

From an Islamic educational perspective, teachers are positioned not merely as transmitters of knowledge, but also as *murabbi* (leaders) who play a role in character development and *mursyid* (leaders) who provide spiritual guidance to students. This multidimensional role is becoming increasingly relevant amidst the changing characteristics of Generation Z, which tends to exhibit individualistic, pragmatic mindsets, and is heavily influenced by the development of digital technology. Therefore, teachers are required not only to act as learning facilitators but also as role models capable of guiding students in establishing a balance between intellectual, emotional, and spiritual development. A teacher must exemplify good morals (*uswah hasanah*), which significantly contributes to the formation of students' religious character. This exemplary conduct is reflected not only through pedagogical capacity and mastery of learning materials, but also through consistent moral behavior, personal integrity, and spiritual commitment manifested in daily life. Thus, the teacher plays a crucial role as a representation of Islamic values that can be observed, emulated, and internalized by students in the educational process.

This view aligns with the concept of *adab al-‘ālim wa al-muta‘allim* (the principle of morality and the principle of morality) put forward by Al-Zarnuji in his monumental work, *Ta'lim al-Muta'allim* (The Guide to Teaching and Learning), which emphasizes the importance of *adab*, ethics, and exemplary conduct in the relationship between educators and students. In the context of contemporary education, the role of teachers has also expanded with the development of the digital space. Teachers are expected to be able to become digital role models, namely educational figures who not only teach the ethics of using digital media conceptually, but are also able to represent wise, responsible media practices based on Islamic values through real behavior in the digital environment.

Conclusion

In the dynamics of the digital era, Islamic education plays a strategic role in guiding the wise use of technology while maintaining Islamic values as the primary foundation. This is crucial to ensure that the development of digital technology does not lead to moral degradation among the younger generation. Furthermore, Islamic education serves as a foundation for shaping the critical, adaptive, and resilient character of Generation Z through the internalization of noble moral values, social responsibility, and strengthening spiritual intelligence. These efforts aim to empower the younger generation to face the challenges of globalization without losing their Islamic identity and principles.

In the context of the Society 5.0 era, Islamic education is required to produce a generation that is creative, character-driven, and humanistic, with the ability to adapt and collaborate with technological developments. However, these abilities must be accompanied by the strengthening of spiritual and humanitarian values to create a balance between digital intelligence and moral intelligence. This balance is a crucial element in shaping the perfect human being (*insan kamil*) as idealized from an Islamic educational perspective.

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