The Response of Islamic Education to the Digitalization Wave among the Zoomer Generation

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Abstract

Education is more than just imparting knowledge; it also involves developing the moral principles, character traits, and practical abilities needed to comprehend and apply newly acquired knowledge. Additionally, education might help people become more spiritual or religiously orientated. In order to prevent Generation Z from being readily swayed by unfavourable things they come across on their devices, this journal article attempts to educate them about the value of Islamic religious education in the modern digital age. In order to write this journal article about the importance of Islamic religious education for the Zoomer Generation, a qualitative methodology and literature analytic method were used. According to the research findings, the prevalence of contemporary technology in Generation Z's daily lives has resulted in a decrease in their interest in learning about Islamic religious education. Most of them lack the confidence to pursue Islamic religious education because they believe it is dull and antiquated, and they are afraid of being made fun of by others. Their ignorance of the significance of Islamic religious education in their lives, as well as their ignorance of the goal and effects of that education, causes understanding to emerge in their thoughts. Thus, this journal article's purpose is to elucidate Generation Z's perception of the significance of Islamic religious education, particularly in their contemporary period. We can draw the conclusion that educating Generation Z about Islam is essential to forming their moral character. Their comprehension of moral and ethical principles, mental and emotional fortitude, leadership, and the development of a positive social life will all be aided by this.
Keywords: Islamic religious education, Generation Z, digital age.

INTRODUCTION

Education seeks to cultivate the mental and intellectual maturity of children or pupils. This degree of maturity can be assessed through their autonomy and capacity to make judicious decisions (Fachri 2014). Consequently, it is essential for Islamic religious education to focus on cultivating and developing youngsters or students to ensure they possess a profound comprehension of Islamic teachings and may attain their objectives. This will allow them to practise and establish Islam as the cornerstone of their lives (Hidayat et al. 2023).

However, examining the present circumstances in this digital age, interest in Islamic religious education is notably limited, particularly among Generation Z. This results from various circumstances, including societal shifts, readily available information, identity crises, inadequate religious instruction, and significant media influence. Nonetheless, it is crucial to acknowledge that not all members of Generation Z exhibit a

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diminished interest in Islamic religious studies. Some individuals maintain a strong interest and active engagement in their Islamic traditions. Interest and engagement in religion can be shaped by multiple variables, including familial history, societal context, and individual experiences.

Numerous verses in the Qur'an underscore the significance of acquiring Islamic religious knowledge, including Surah Muhammad (47:19):

﴿ فاعلم أنه لا إله إلا الله واستغفر لذنبك وللمؤمنين والمؤمنت والله يعلم متقلبكم ومثوىكم﴾

"So know that there is no god but Allah and ask forgiveness for your sins and for the believers, men and women. God knows where you are trying and where you live."

This verse underlines the significance of understanding faith and forgiveness of sins. It demonstrates that developing religious knowledge is essential for comprehending religion and receiving pardon from Allah subhanahu wata'ala. Mulyadi, Elza Rahilla AlHadjrath, Putri Wulan Hutami, and Mizla Agustin's journal article "The Role of Islamic Religious Education in Building the Character of Generation Z" provides an example of related research. (Mulyadi, Elza Rahilla AlHadjrath, and Putri Wulan Hutami 2023). The religious state of the Zoomer generation represents a distinct spiritual journey in an ever-changing world. As a digitally savvy generation, they have unrestricted access to knowledge, including religion. This gives children opportunity to learn more, but it also exposes them to difficulties such as fractured understanding and exposure to material that is not necessarily reliable. Religion is typically considered by Zoomers as more than just a set of rituals, but also as a source of meaning in their daily lives.

This generation is very interested in true and intimate spiritual experiences. They prefer a logical and contextual understanding of religion, frequently criticizing traditional behaviors that are deemed irreconcilable with current trends. They believe that religion must be able to face current concerns such as environmental issues, social justice, and mental health in order to become more connected to life's reality. However, the effect of social media and global culture has an impact on how people perceive and practice religion. Exposure to different faiths generally makes people more open-minded, but it can also obscure the essential understanding of Islamic teachings. They are more critical of religious leaders, preferring relevant and logical explanations over dogma. Technology has provided a new avenue for the Zoomer generation to express and learn about religion. Online communities, digital sermon content, and religious learning apps have all become essential components of their spiritual journey. However, the key difficulty is ensuring that the sources they use are reliable and capable of leading them to a thorough grasp of their religion.

Differences with past research Similarities: *First*, both magazines emphasize the value of character education in shaping persons, albeit in distinct circumstances. The most recent publication stresses the importance of Islamic religious education in character and moral development, whereas the previous issue explores how Islamic religious education shapes the character of college students. *Second*, both publications recognize the importance of technology in creating the next generation. The most recent article covers how Generation Z is extremely acclimated to technology and devices, whereas the prior

journal discusses the usage of technology in character education approaches. *Third,* both emphasize the importance of Islam in building individual character and morality. The most recent journal emphasizes the importance of Islamic religious education for Generation Z, whilst the previous one discusses the function of Islamic Spirituality Student Organizations and Islamic Religious Education courses in forming students' personalities.

Differences: *First*, the most recent journal emphasizes the importance of Islamic religious education for Generation Z in general, whereas the previous journal focused on the Islamic Religious Education learning system in higher education and the role of Islamic Spirituality Student Organizations in character development for students. *Second,* while both cover character creation, their techniques differ slightly. The most recent publication emphasizes the teaching of moral and ethical values in general, whereas the previous magazine concentrated on habituation via Islamic Spirituality Student Organizations (UKM) and Islamic religious education in higher education. *Third,* the most recent publication emphasizes the impact of technology on Generation Z in general, whereas the previous journal concentrated on the use of technology in character education approaches in higher education. *Fourth,* the most recent publication highlights the importance of Islamic religious education as a solution to Generation Z's moral and spiritual issues, whereas the prior journal focused on the practical role of education.

The goal of authoring this journal article is to offer Generation Z with a thorough understanding of Islamic teachings while also integrating Islamic ideals into modern life. The goal of writing this journal article is to help them understand the essence of these teachings in their lives, strengthen their religious beliefs and commitments, shape a strong character based on Islamic values, and encourage them to develop creativity and innovation in understanding and applying Islamic teachings in their own context, allowing them to become positive agents of change in society.

Generation Z, sometimes known as the Zoomer Generation, represents a youthful cohort evolving in an era of swift technology advancement. In the realm of Islamic education, they pose both obstacles and promising opportunities to be addressed. This generation is referred to as digital natives, having been exposed to technology from a young age. Due to the readily available information via the internet and social media, they possess a discerning, autonomous, and open-minded outlook on diverse perspectives. Conversely, they are susceptible to digital distractions and inaccurate information, which may impair their comprehension of Islam.

This generation requires an Islamic educational method that aligns with their lifestyle. Teaching materials must be contextualized to correspond with the realities encountered daily. Technology has emerged as a significant instrument for disseminating Islamic teachings in a creative and engaging manner, exemplified by instructive films, Quran-centric software, and motivational social media material. Islamic education must enhance the capacity to discern credible information, cultivate a robust Islamic character, and foster a resilient religious identity in the face of globalization's swift advancement.

The Zoomer generation presents a significant chance to cultivate Muslims who are critical thinkers, adaptable, and possess noble character. With appropriate methodologies, Islamic education can provide as a robust foundation for individuals to confront contemporary difficulties and act as catalysts for positive change within the broader

community. The Zoomer generation introduces a novel dynamic to Islamic education, presenting both a severe divide and potential opportunity. They represent a generation reared in a digital environment, habituated to rapid information retrieval and a lifestyle intricately linked to technology. Conversely, Islamic education frequently continues to rely on old methodologies that are less pertinent to contemporary interpretations and valuations of knowledge. Technology has emerged as a significant contributor to this disparity. This generation is familiar with visual engagement, experiential education, and immediate access to knowledge, but numerous Islamic educational institutions continue to depend on traditional lecturing and rote memorization techniques. Consequently, religious instruction frequently appears inflexible and less captivating for them. Furthermore, Zoomers' access to religious information online frequently exceeds their capacity to discern reputable sources, perhaps resulting in misconceptions.

The significance of the topic also presents a hurdle. This generation confronts global challenges, including social justice, environmental concerns, and identity, which are frequently overlooked in religious doctrines. This disparity leads people to perceive Islam as less pertinent to their lived experiences. Furthermore, intergenerational communication is a barrier. The critical and autonomous worldview of Generation Z is frequently challenging for educators and parents, who typically employ an authoritarian approach, to embrace. Nonetheless, beneath this disparity exists a significant opportunity. By employing a creative and contextual methodology, Islamic education can attain greater dynamism and relevance. Technology can be employed to deliver captivating, interactive, and digital learning experiences. Religious content can be presented in a manner pertinent to the Zoomer generation, tackling the inquiries and obstacles they encounter. By comprehending their requirements, Islamic education may close this divide, fostering a generation that is both technologically proficient and resolute in religion and ethics, prepared to confront contemporary difficulties.

RESEARCH METHODOLOGY

This study employs a qualitative research methodology and a literature review concerning the significance of Islamic religious education for the Zoomer Generation. This study was performed through the examination and analysis of pertinent journals and scientific literature. Qualitative research methods are a scientific approach employing tools such as observation, interviews, and text analysis to thoroughly comprehend human phenomena. This methodology prioritizes interpretation, context, and complexity, yielding descriptive data that enhances comprehension of the values, beliefs, and experiences of the research participants. Setyosari, in Abdul Somad's research, elucidates that qualitative research is a form of inquiry undertaken by researchers through the gathering, processing, analysis, and interpretation of data acquired via diverse methodologies. Techniques employed encompass observation, content analysis, and additional methodologies appropriate for data exploration and discovery (Somad, 2021). Content analysis, or library research in English, is a research method that entails a comprehensive examination of the content found in written or printed materials, whether in print or digital media (Mursalin, 2022). Embun, as referenced by Hisan Mursalin, elucidates that a literature review entails the examination of written works as the exclusive source of knowledge, encompassing

prior study pertinent to the same topic. This research is accomplished through the examination of existing literature without additional field observations or experiments (Mursalin, 2023).

This methodology was selected as it enables researchers to investigate and comprehend the interpretations and views included in academic publications pertinent to the research subject. The researcher gathers data by examining pertinent publications and scientific literature. Selection from the identified literature was based on inclusion criteria including relevance to the research topic, source reliability, and information comprehensiveness. The articles were examined for substance by identifying patterns, themes, and trends related to the necessity of Islamic religious instruction for the Zoomer Generation. This procedure entails the organization and classification of the acquired information. The researcher subsequently offers an analysis pertinent to the research topic and delivers sufficient explanations. This research method employs a comprehensive literature analysis to significantly enhance the knowledge of the urgency of Islamic religious education for the Zoomer generation.

RESULTS AND DISCUSSION

Islamic religious education comprises two components: "Education" and "Islamic Religion." Ibn Khaldun says that education is designed to cultivate a civilised society that sustains community existence. For him, education encompasses not merely the acquisition of knowledge within a defined temporal and spatial context, but also the capacity of individuals to comprehend, implement, and analyse a civilisation within society. T. Saiful Akbar, 2015 He recognises that education encompasses not merely the transmission of information but also the cultivation of character, ethical values, and competencies essential for attaining success in life. Al-Ghazali posits that education is an endeavour by educators to transform detrimental behaviour and cultivate virtuous values to enhance the relationship with Allah and attain satisfaction in both this life and the afterlife (Hamim, 2017).

From these viewpoints, it may be inferred that education significantly influences the development of individual personalities, society, and civilisation at large. Education encompasses not only the transmission of knowledge but also the cultivation of character, ethical values, and the competencies required to comprehend and excel in the application of newly acquired abilities. Education can also facilitate a deeper connection to spiritual or religious ideals.

Moreover, Darajat (2018) asserts that education is shaped by the mediation of religion, which serves as a motivational force in life and a crucial instrument for self-development and self-regulation. Comprehending and engaging in religion involves not just acquiring knowledge but also fortifying one's faith (Firmansyah, 2019) Islamic religious education is a systematic endeavour to facilitate individuals' comprehension, belief in, and application of Islamic principles derived from the Qur'an and the Hadith of Prophet Muhammad SAW, through structured guidance, instruction, or training aligned with predetermined objectives (Elihami & Syahid, 2018) Arifin identifies three facets of values inherent in the objectives of Islamic education. Initially, the development of

individuals to serve Allah with complete devotion. *Second*, possessing educational principles that compel them to steadfastly follow the teachings of the Qur'an and Hadith. *Third,* concerning motivation and discipline as per the teachings of the Qur'an, which delineate virtuous and immoral actions (Ahyat 2017).

This observation indicates that Islamic religious education significantly contributes to education, encompassing character and moral development, as well as the reinforcement of spiritual ideals. The primary aim of Islamic religious education is to instruct, guide, and orient pupils to develop into Islamic individuals characterised by faith, obedience, and virtuous conduct in all facets of life. The notion of insan kamil represents the pinnacle of achievement within Islamic religious education, wherein an individual becomes a valuable asset to society as a whole.

The Lifecycle of Zoomer Generation

A generation comprises persons of a comparable age cohort who collectively experience notable historical events within the same timeframe. A generation often denotes a cohort of individuals born and residing within a virtually simultaneous temporal span, generally encompassing ages 20 to 30 years. This generation frequently possesses unique traits, experiences, and values that may shape their thoughts, behaviours, and social interactions.

Tapscott's book, Grown Up Digital, authored by Nur Zazin and Muhammad Zaim, elucidates the four generations born post-World War II in depth. The initial generation is referred to as the Baby Boomers, born from 1946 to 1964. Generation X, the *second* generation, was born between 1965 and 1976. Generation Y, the *third* generation, encompasses individuals born from 1977 to 1997. Generation Z is defined as individuals born from 1998 to the present (Kristyowati, 2021). The Indonesian population presently comprises four generations, each exhibiting distinct characteristics and qualities.

Table 1. Learning methods for Baby Boomers, Generation X, Y, and Z

Generation	Digital Revolusion	Digital Technology	Internet	Technology
Baby boomers	The existence of this generation before the discovery of the digital era	In the village, where there is no electricity and TV	The lack of internet network access	Traditional, telegraph, and letter
x	It has been faced with the development of the digital revolution	In the process of using dental technology	Internet use in early adulthood	Video Games, Videos, and TV
y	Thrive during the digital revolution	Using digital technology	The beginning of internet use in the younger generation	Web and web games, pc
z	Present in a century that has	Digital technology is	Born in an era where the	Very familiar with the advancement of

known the world of dentistry	very important in life	internet is very adequate	technology and increasingly sophisticated communication

Generation Z is presently faced with the progression of time and technology, as the internet has infiltrated and influenced society.Ozkan and Solmaz (2015) Consequently, Generation Z is referred to as the NET generation. Generation Z, often known as Gen NET, is a cohort characterized by a significant reliance on technological systems. This generation have the capability to access diverse information sources disseminated through social media, is perpetually equipped with a smartphone, and remains consistently informed about news and updates circulating on these platforms. Generation Z can readily access any information via their devices. From a young age, they have been familiar with technology and devices, which indirectly shape their personality. The extensive utilization of cellphones has transformed Generation Z, distinguishing them from preceding generations. The extensive utilization of smartphones by Generation Z is not indicative of addicted behavior; instead, cellphones have become an integral component of their existence. Nonetheless, it is plausible that the extensive utilization of cellphones by Generation Z may result in addicted behavior.

Research in the literature review shows that there is an unfavorable relationship between smartphone addiction and academic achievement. This relationship occurs when the higher the level of addiction, the lower the academic success. Some studies also show that excessive smartphone use addiction can disrupt the spiritual concentration of Generation Z in worship. They may be more inclined to spend time consuming entertainment content or interacting on social media rather than interacting with their Creator.

According to Oumou Aziza Abbas Sissoko, as cited by Wahyu Taufiqur Rohman et al., it is important to balance the narcissistic behavior of Generation Z with the provision of Islamic religious education values to Muslim teenagers. (Wahyu Taufiqur Rohman, M. Sugeng Solehudin 2023) Islamic religious education plays a very important role in shaping the character of Generation Z, including helping Generation Z understand moral and ethical values, developing mental and emotional resilience, strengthening leadership, and building a healthy social life (Mulyadi, Elza Rahilla AlHadjrath, Putri Wulan Hutami 2023).

Learning Conditions of the Zoomer Generation

The Zoomer generation was nurtured in a highly protective environment within a precarious world. Economic slump, digital revolution, geopolitical invasions, natural disasters, and disease outbreaks. This results in the Zoomer generation exhibiting diminished tolerance for environmental ambiguity in adulthood, attributable to an excessively sheltered upbringing. In the realm of education, comprehending the traits of each generation is crucial for assessing the efficacy of instructional programs for pupils. The objective encompasses not only the academic and pedagogical accomplishments of students but also the capacity of the educational process to cultivate character and a passion for learning activities among them. Presently, the majority of Generation Z is of

school age. Adjustments to the learning system in educational environments must account for the features of Gen Zoomers to address their requirements while acknowledging their interests and habits as a generational cohort (Anisa Fn. 2023).

Given the swift advancement of technology and Generation Z's early exposure to the Internet and portable digital devices, educators must adapt to utilizing a variety of digital learning tools to ensure students remain active and engaged in diverse educational environments. Educators must also be more receptive to emerging lexicons as media and educational instruments. This may encompass pictures, films, or specific symbols designed to improve communication quality between students and educators. Educators must adopt more innovative approaches in identifying and applying digital solutions to enhance and disseminate the culture of learning. The FOMO (Fear Of Missing Out) phenomenon presents a barrier in education. Gen Z exhibits a pronounced curiosity over a multitude of subjects, particularly those that are novel. Fear of missing out compels pupils to explore diverse subjects through readily available and accessible information sources today. Consequently, Generation Z consistently opts to be actively engaged with their community to ensure they do not overlook the information disseminated within it, particularly via social media. Education must serve as an inclusive platform that encompasses diverse information essential for pupils, encompassing both academic knowledge and life skills. Education must filter knowledge that is advantageous for students and that which is not. The proficiency of educators is crucial for ensuring correctness (Rahma, 2024).

Generation Z possesses the inherent benefit of self-awareness. The trait of Hypercustomization has emerged as a defining characteristic of Generation Z. Subsequently, pupils learn to identify their wants and the resources required to fulfill them. Gen Z's internet browsing is crucial to satisfying their requirements. In the realm of education, granting students the autonomy to select their own learning methodologies is essential. Educators must customize instructional approaches for individual students and offer other avenues for accessing educational resources beyond school activities. The phenomenon of hyper-customization leads students to develop a habit of analyzing various aspects of their environment, including offering input on the learning material they utilize (Farulian, 2024).

The education ecosystem must facilitate opportunities for students to articulate their thoughts and assessments of their everyday learning experiences, including the chance to reimagine their aspirations for future schooling. The ease of learning is essential for Generation Z. In contemporary educational procedures, kids have grown exceedingly competitive due to their diverse potential. This serves as a crucial reminder for educators to foster a driven character in children through diversified media that cater to their varied potentials, without engaging in comparisons among pupils. Students require greater appreciation, and this practice should become an integral component of the reflective endeavors of all stakeholders in enhancing the quality of education (Stillman, 2017).

Spiritual Quotient Zoomer Generation

In the realm of spiritual life (Spiritual Quotient), Pranasoma et al assert that the church's role within the community is to offer education and guidance to its flock (Rakai Ranu, 2021). For Generation Z, spirituality is deemed inconsequential to their existence.

The Word of God, which constitutes the standard for Christian living, is no longer adhered to by Generation Z. Due to insufficient moral norms, Generation Z encounters moral decline. Alongside habitual behavior, identity crises and financial independence are the primary concerns contributing to the moral decline experienced by Generation Z. Pranasoma et al., 2023 The aforementioned statement indicates a phenomenon wherein church life and the pursuit of spiritual matters are diminishing; concurrently, the church fails to prioritize this generation, resulting in a gradual exodus from the church that adversely impacts their spiritual lives.

Discussion about the spiritual growth of Gen Z requires a formula that aligns with the characteristics of this generation. Spiritual intelligence is the link between emotional intelligence and intellectual intelligence, enabling a person to control their soul and mind, which is then manifested in their behavior in accordance with values and a heart connected to the Creator (Pranasoma et al, 2023) Biblical doctrinal teaching needs to be delivered in a style that resonates with them. The presence of online worship makes worship activities seem like the answer to the needs of Gen Z, who interact with the internet in their daily lives. From research conducted by Yuli Kristyowati, it is explained that fundamentally, Gen Z cares about spiritual matters even though they tend to have a relatively high level of tolerance. (Yuli Kristyowati, 2021). In this context, education plays a crucial role in shaping the character and spirituality of Gen Z. However, the conventional approach to character education, which only focuses on cognitive and behavioral aspects, is often not effective enough. Therefore, a more holistic and integrative approach is needed to accommodate the needs and challenges faced by Gen Z (Sahroni, 2023). Ruhologi Quotient offers a comprehensive solution in building character and spirituality. Ruhologi Quotient is a concept that combines spiritual intelligence with character education, emphasizing the importance of balance between emotional, intellectual, and spiritual intelligence. This concept views humans as whole beings who require a deep understanding of moral values and spirituality (muh. Iqbal, 2023).

In the context of Ruhilogi Quotient, spiritual self-awareness also involves the development of values such as gratitude, humility, and devotion to something greater. Students are taught to appreciate life and the universe more deeply, as well as to question the meaning of their existence in this world. Moreover, spiritual self-awareness plays an important role in shaping students' character. (Marina, 2023) This is not only about belief in spiritual entities, but also about how they integrate ethical and moral values into their daily lives. Students are taught to uphold good moral principles, as well as to act honestly, responsibly, and with compassion towards others.

Response of Islamic Education to the Zoomer Generation

The concept map of Islamic education for the Zoomer generation delineates the correlation between the distinctive traits of this generation, their educational requirements, and pertinent pedagogical approaches. Islamic education fundamentally serves as the nexus linking essential components: the traits of the Zoomer generation, pedagogical approaches, and educational goals. The Zoomer generation is characterized by digital nativity, early exposure to technology, a preference for interactive learning, and the ability to think critically and independently. They often become rapidly disenchanted with

traditional educational approaches, yet exhibit heightened awareness of global concerns such as social justice, environmental difficulties, and identity. Teaching tactics encompass methods that incorporate technology, including Islamic learning programs, educational films, and social media as tools for da'wah. Gamification strategies and project-based learning are essential for sustaining their engagement. The pertinence of information to contemporary life is essential for rendering learning engaging and significant.

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│   Islamic   │ ────────────────▶  │    Gen Z    │
│  Education  │          ▲         │             │
└─────────────┘          │         └─────────────┘
                  ┌──────────────┐
                  │    Aqidah    │
┌─────────────┐   ├──────────────┤
│   Science   │─▶ │   Worship    │
└─────────────┘   ├──────────────┤
                  │    Morals    │
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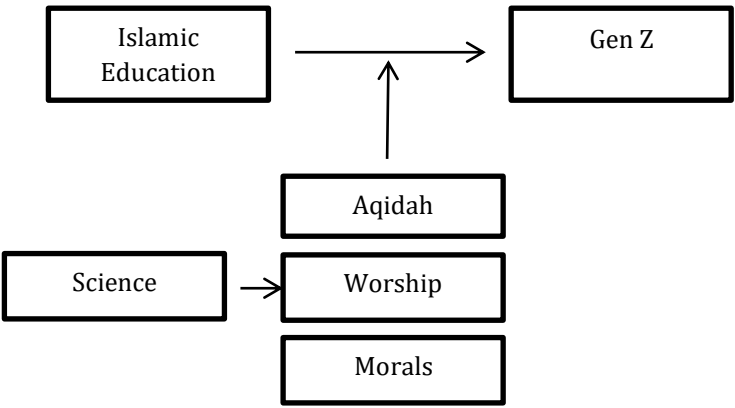
Figure 1. Visualization of the State of the Zoomer Generation in the Concept of Islamic Education

The advancement of science and technology in the digital age has resulted in substantial transformations in everyday life. At present, digital technology serves as the cornerstone that enables several facets of human existence (Ainun et al., 2024) In the age of globalization and rapidly advancing technology, Generation Z encounters unparalleled problems and opportunities. Generation Z, immersed in a continuous stream of information, frequently confronts intricate inquiries on identity, ethics, and the meaning of existence. The significance of Islamic religious education is paramount in this context. Islamic religious education encompasses more than the instruction of rites; it fundamentally contributes to character development and offers guidance for everyday living.

Here are several considerations pertaining to the necessity of Islamic religious education for Generation Z: Primarily, identity and inner tranquility. Generation Z, raised in a progressively multicultural milieu and perpetually inundated with information from the internet, navigates the convergence of personal identity and diverse external influences. In this setting, Islamic religious education serves as a crucial foundation in their quest to comprehend and reinforce their identity as Muslims. By studying Islamic ideals, inherited teachings, and practiced rituals, individuals not only gain information but also cultivate a robust conviction and profound inner tranquility. Through a profound comprehension of religious doctrines, Generation Z can address inquiries regarding their identity with greater assurance and sustain inner equilibrium among the difficulties of the ever changing contemporary landscape (Radiansyah, 2023).

Second, morals and ethics. In an age characterized by the swift and varied dissemination of information, Generation Z encounters a considerable problem in upholding their principles and ethics. Islamic religious education serves as a crucial source of strength in fortifying the moral and ethical foundation for this generation amidst the inescapable cacophony of information. Islamic principles, including honesty, fairness, compassion, and patience, serve as fundamental directives in their daily existence. By comprehending and implementing these ideas, Generation Z can cultivate robust character and uphold their integrity in the face of persistent external temptations. Islamic religious education serves not merely as a theoretical instruction but also as a mechanism to enhance the moral and ethical attributes essential for the sustained development and success of this generation in navigating the difficulties of the contemporary world (Suhaemi, 2024).

Third, Tolerance and multicultural comprehension. Generation Z exists in a time characterized by cultural and religious diversity as a defining feature of global society. While Islam may predominate in certain areas, numerous Generation Z individuals are raised in culturally and religiously heterogeneous settings. Consequently, Islamic religious education is essential for fostering a profound comprehension of tolerance, mutual respect, and intercultural collaboration. By comprehending Islamic teachings that promote tolerance and diversity, Generation Z may recognize cultural and religious differences as an asset rather than a source of discord. Consequently, Islamic religious education serves not just to reinforce religious identity but also to foster connections among varied communities and to advocate for peace and harmony in an increasingly pluralistic society (Rhama, 2024).

Fourth, psychological resiliency. Generation Z confronts escalating mental problems in navigating the swiftly evolving dynamics of the world. Islamic religious education is vital in cultivating essential mental toughness. In a time of uncertainty, the principles of Islam offer a robust basis for Generation Z to discover inner and emotional resilience. This generation may confront pressure and problems more effectively by comprehending concepts such as resilience, patience, and sincerity as taught in Islam. The religious perspective that prioritizes inner tranquility and emotional resilience serves as a significant advantage for Generation Z when confronting intricate and unpredictable circumstances. Islamic religious education offers spiritual insight and serves as a vital source of mental and emotional fortitude for the generation traversing this landscape of uncertainty (Anisa, 2023).

Therefore, Islamic religious education is critically important for Generation Z in cultivating identity, values, ethics, tolerance, mental resilience, and robust spiritual knowledge and skills. Additionally, safeguard Generation Z from potential harm and negative influences. This exposition indicates that Islamic religious education significantly influences the advancement and enhancement of the living standards of Generation Z. This constitutes an endeavor to cultivate virtuous character and transform the traits of Generation Z. This leads to a favorable outcome that can alter the trajectory of existence for future generations. Islamic education in the digital age of the Zoomer generation necessitates a flexible, pertinent, and technology-driven approach to address the requirements of a generation immersed in a rapid-paced environment. The Zoomer

generation, as digital natives, necessitates a method that communicates religious teachings both textually and contextually, interactively, and engagingly.

Digitalization presents significant opportunity to disseminate Islamic ideals using familiar media, including Islamic educational applications, brief videos on social media platforms, and constructive digital communities. Nonetheless, this also poses concerns, including the risk of incorrect information, digital distractions, and a fragmented comprehension of religion. Islamic education must innovatively incorporate technology while preserving the integrity of Islamic values. The formulation of a curriculum pertinent to current themes, including social justice, environmental concerns, and identity, is essential to connect religious teachings with the realities of the Zoomer generation. Moreover, enhancing digital literacy and critical abilities for discerning religious information should be prioritized. Through an innovative, dialogical, and technology-driven methodology, Islamic education can serve as a tool that not only safeguards religious values but also fortifies the identity of the Zoomer generation as adaptive, critical, and pertinent Muslims in confronting contemporary issues.

SIMPULAN

Generation Z is a cohort born in a highly advanced era, characterized by the pervasive influence of the internet across all societal strata. This generation is referred to as the Net Generation, characterized by a significant reliance on technological systems. They possess the capability to utilize diverse information sources disseminated through social media, remaining perpetually equipped with their devices and consistently informed about current news and developments. The habitual utilization of cellphones by Generation Z may result in addicted behavior. Studies indicate a detrimental correlation between smartphone addiction and academic performance. Increased levels of addiction correlate with diminished academic achievement. A separate study indicated that extreme smartphone addiction can impair spiritual focus during worship, since individuals are more inclined to engage with entertainment rather than enhance their religious comprehension.

The research findings indicate that imparting Islamic religious education to Generation Z is essential for character development. This will assist them in comprehending moral and ethical ideals, cultivating mental and emotional resilience, enhancing leadership skills, and fostering a healthy social life. The objective of Islamic religious education is to cultivate students into devoted servants of Allah with robust faith, while also instilling educational values derived from the Qur'an and hadith.

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