

Strengthening Generation Z's Religious Character through Technology-Based Islamic Religious Education Learning

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ABSTRACT

The development of digital technology has significantly transformed the life and learning patterns of Generation Z, particularly in shaping religious character. Technology offers broad access to information and Islamic learning resources, yet it also creates challenges, including misinformation, social media influence, weak digital religious literacy, and declining internalization of religious values. This study aims to analyze strategies for strengthening the religious character of Generation Z through technology-based Islamic Religious Education (PAI) learning. It employs a literature review method with a qualitative-descriptive approach. Data were collected from relevant national and international journals published between 2021 and 2026 and analyzed using content analysis. The findings indicate that PAI plays a strategic role in developing religious character by integrating Islamic values with digital technology. Effective strategies include the use of Learning Management Systems (LMS), gamification, educational social media, and technology-based Project Based Learning (PjBL). These strategies can be implemented through blended learning, digital mentoring, religious digital content development, and evaluations covering cognitive, affective, and behavioral aspects. This study proposes an integrative model consisting of Islamic value internalization, educational technology use, supportive learning environments, and digital religious habituation to form religious, noble, and adaptive Generation Z learners.

Citation:

INTRODUCTION

The development of digital technology in the 21st century has changed almost all aspects of human life, including learning patterns, social interaction, culture, and religious practices. Generation Z is the group most affected by these changes because since birth they have coexisted with the internet, social media, smart devices, and various other digital technologies. The visual, fast, interactive, and globally connected characteristics of Generation Z demand a transformation in the educational process, including Islamic Religious Education (Jamaluddin, 2026). Advances in digital technology provide benefits in the form of ease of access to information, diverse learning resources, and opportunities for the development of student creativity. However, these developments also present various problems such as the spread of invalid religious information, cyberbullying, exposure to negative content, identity crises, individualism, and a decline in the quality of students' social and spiritual interactions. This phenomenon has the potential to affect the formation of the religious character of Generation Z if not balanced with appropriate education (Anisah et al., 2024).

Religious character is an important dimension in Islamic education that reflects the human relationship with Allah SWT, fellow humans, and the environment. Religious character is not only manifested in the form of ritual worship, but is also reflected in honest, trustworthy, disciplined, responsible, and tolerant behavior, as well as social ethics that follow Islamic values. In the context of national education, religious character is also one of the main values in strengthening character education that must be instilled in students from an early age (Hasyati & Fadhil, 2025). Islamic Religious Education (PAI) has a strategic position in shaping the religious character of students. PAI does not only function as a means of transferring religious knowledge, but also as a process of internalizing values, shaping morals, developing spirituality, and fostering social behavior based on Islamic teachings. Therefore, PAI must be able to adapt to technological developments to remain relevant to the needs and characteristics of Generation Z (Firmansyah et al, 2025).

The transformation of technology-based PAI learning is an unavoidable necessity. Various studies show that the use of Learning Management Systems (LMS), digital learning applications, educational social media, interactive videos, gamification, and collaborative platforms can increase student participation, motivation, and involvement in the religious learning process. Technology allows the delivery of religious materials in a more interesting, contextual, flexible manner, and suited to the learning style of Generation Z (Supriadi et al., 2025). Besides increasing learning effectiveness, technology can also be utilized as a medium for shaping religious character. The use of digital Al-Qur'an applications, online Islamic study platforms, digital da'wah media, electronic reflection journals, and technology-based learning communities can help students build sustainable religious habits. The positively directed use of

technology has the potential to strengthen students' spiritual awareness, religious literacy, and religious practices in everyday life (Kabir et al., 2024).

However, the implementation of technology-based PAI learning still faces various challenges, such as teachers' low digital competence, limited infrastructure, lack of supervision over technology use, and the dominance of learning approaches that are still oriented solely towards cognitive aspects. As a result, the utilization of technology has not been fully able to optimally support the formation of religious character (Mintasih & Purnama, 2024).

Based on these problems, technology-based PAI learning strategies that are able to integrate technological mastery with the strengthening of religious values are needed. These strategies must be able to answer the challenges of the digital era while simultaneously utilizing technology as a means of character transformation. Therefore, this article aims to analyze strategies for strengthening the religious character of Generation Z through technology-based Islamic Religious Education learning by examining various relevant recent studies.

METHODS

This study uses a literature review method with a qualitative-descriptive approach. This method was chosen because it aims to analyze, interpret, and synthesize various research results related to strategies for strengthening the religious character of Generation Z through technology-based Islamic Religious Education learning. The literature review approach allows researchers to gain a comprehensive understanding of the development of concepts, theories, empirical findings, and recommendations produced by previous studies (Firmansyah et al, 2025).

The research data sources come from reputable national and international journal articles published in the 2021-2026 range. Literature was selected based on several criteria, namely relevance to the research theme, publication quality, research novelty, and linkage to the concepts of Islamic Religious Education, religious character, Generation Z, educational technology, and digital literacy. The literature used comes from various academic databases that have a good reputation in the fields of education and Islamic studies (Jamaluddin, 2026).

The data collection technique was carried out through the identification, selection, evaluation, and grouping of articles that fit the research focus. Furthermore, a content analysis process was carried out to find patterns, themes, concepts, and relationships between variables related to strengthening religious character through technology-based PAI learning. The analysis was conducted systematically by grouping the findings into several main themes that form the basis of the research discussion (Iqfani et al., 2026). The analysis results are then presented narratively to describe in depth how Islamic Religious Education can function as a means of forming the religious character of Generation Z through the use of digital technology. This approach allows the formulation of a conceptual model that can be a recommendation for the development of PAI learning in the digital era (Sarinah et al., 2025).

RESULT AND DISCUSSION

Islamic Religious Education as the Foundation of Generation Z's Religious Character

Islamic Religious Education (PAI) has a fundamental role in shaping students' religious character because it aims to comprehensively develop aspects of faith, piety, morals, and Islamic personality. In the perspective of Islamic education, character formation is not only directed at mastering religious knowledge, but also at internalizing Islamic values reflected in everyday behavior. This is in line with the theory of character education which emphasizes the integration of moral knowing, moral feeling, and moral action aspects in the learning process. Research shows that the success of religious character education is strongly influenced by the ability of educational institutions to integrate religious values into all learning activities (Efendy et al., 2022).

Generation Z has different characteristics compared to previous generations. They grow up in a digital environment that is fast-paced, open, and globally connected. These conditions cause Generation Z to have broad access to various values, cultures, and ideologies that can affect their religious identity. Research shows that the high intensity of digital media use has the potential to affect mindsets, social behavior, and student religiosity levels if not balanced with strong religious education (Tohari, 2024).

PAI serves as a foundation in building students' religious identity through the strengthening of aqidah, worship, and morals. Through systematic learning, students are directed to understand the value of monotheism (tauhid) as the foundation of life, to carry out worship as a form of servitude to Allah SWT, and to implement moral values in social life. Research shows that students who have a good religious understanding tend to have higher levels of self-control, empathy, and social responsibility compared to students with low religiosity (Faidah et al., 2024). In addition, PAI also plays a role in building students' moral resilience amid the currents of digital globalization. Strong religious character can serve as a filter against various negative influences emerging through social media, such as consumptive behavior, hedonism, cyberbullying, and the spread of information that does not align with Islamic values. Therefore, religious education is not only seen as a subject, but also as a means of character building capable of guiding students in facing the challenges of modern life (Hasanuddin et al., 2025).

Challenges of Religious Character Formation in the Digital Era

The digital era presents complex challenges for the process of forming Generation Z's religious character. One of the main challenges is the heavy flow of information that is not always aligned with Islamic values. Students can easily access various content via the internet without an adequate filtration process. This condition has the potential to cause value confusion, moral relativism, and decreased sensitivity to religious norms (Umi Khofifah et al., 2025).

Social media is also a factor that influences the formation of religious character. Research shows that excessive use of social media can increase the tendency of students to make social comparisons, seek external validation, and develop narcissistic behaviors. This phenomenon can shift students' life orientation from spiritual values to temporary social recognition (Tedjawidjaja & Christanti, 2024).

Another challenge is low digital religious literacy. Many students obtain religious information from social media without verifying the sources used. As a result, there is a risk of spreading shallow, extreme religious understanding, or even contradicting moderate Islamic principles. Research on Islamic digital literacy shows that the ability to think critically in accessing religious information is an important competency that Generation Z must possess (Madani, 2026).

In addition to external factors, challenges also arise from the learning process which is still conventional in nature. Most PAI learning is still oriented towards memorization and mastery of material without providing sufficient room for students to develop authentic religious experiences. Meanwhile, Generation Z tends to be more interested in interactive, collaborative, and technology-based learning. The mismatch between learning methods and student characteristics can reduce the effectiveness of the process of internalizing religious values (Zamzam et al., 2025).

Technology-Based PAI Learning Strategies

1. Use of Learning Management Systems (LMS):

The first strategy that can be applied is the use of an LMS such as Moodle, Google Classroom, or other learning platforms. The LMS allows teachers to integrate religious materials, reflective tasks, online discussions, and learning evaluations in a structured system. Research shows that LMS can increase the effectiveness of PAI learning because it provides flexibility of learning access and strengthens interaction between teachers and students (Sokheh & Noor Azida 2025).

2. Application of Gamification:

The second strategy is the application of learning gamification. Gamification utilizes game elements such as points, badges, levels, and awards to increase students' learning motivation. In PAI learning, gamification can be used to develop the habit of reading the Al-Qur'an, memorizing hadiths, or understanding moral material more engagingly. Research shows that gamification can increase student involvement and strengthen the process of internalizing character values (Bashith, 2025).

3. Educational Social Media:

The third strategy is the use of educational social media as a learning tool. Teachers can utilize Instagram, YouTube, Educational TikTok, or podcasts to deliver religious material in a format that suits the characteristics of Generation Z. This approach allows religious values to

be conveyed through media close to the students' lives so that they are more easily accepted and understood (Harahap et al., 2025).

4. Project Based Learning (PjBL):

The fourth strategy is the implementation of technology-based Project Based Learning (PjBL). Through this approach, students not only study religious theory, but also produce digital works reflecting Islamic values, such as da'wah videos, Islamic infographics, educational podcasts, or digital anti-cyberbullying campaigns. This strategy has been proven to be able to integrate cognitive, affective, and psychomotor aspects in PAI learning (Setyo Widadi et al., 2025).

Implementation of the Digital PAI Learning Model

The implementation of digital-based Islamic Religious Education (PAI) learning requires systematic planning so that the goal of forming a religious character can be achieved optimally. Digital learning is not simply transferring material from printed form to electronic media, but must be able to create learning experiences that are meaningful, interactive, and encourage the internalization of Islamic values. According to social constructivism theory, students will find it easier to understand and internalize a value when they are actively involved in the learning process and interact with their social environment, Fitriah et al (2026). Therefore, the implementation of digital PAI learning must place students as active subjects in the learning process.

One form of implementation that can be done is through the use of blended learning, which is a combination of face-to-face and online learning. This model allows teachers to integrate direct learning activities with the balanced use of digital technology. Research shows that blended learning can increase the effectiveness of religious learning because students get the opportunity to understand material in depth through various digital learning resources while still receiving direct guidance from the teacher (Hajina et al., 2024).

The next implementation can be done through the development of digital religious content relevant to Generation Z's life. Religious learning materials need to be packaged in the form of short videos, Islamic podcasts, interactive infographics, educational animations, and digital modules that are easily accessible via mobile devices. Generation Z tends to be more interested in visual and audiovisual information compared to long texts. Therefore, innovation in presenting material becomes an important factor in increasing the effectiveness of PAI learning (Prayoga, 2024).

Teachers also need to apply a digital mentoring approach in religious learning. This approach is carried out through continuous mentoring of students using digital media such as online discussion groups, virtual consultations, and educational communication platforms. Digital mentoring allows teachers to provide moral guidance, spiritual motivation, and religious character strengthening outside formal learning hours. Research shows that a positive

relationship between teachers and students significantly affects the successful internalization of character values (Safiqo & Ghofur, 2025).

Furthermore, the implementation of digital PAI learning must be accompanied by comprehensive evaluation. Evaluation is not only focused on cognitive aspects in the form of mastery of the material, but also covers the affective aspects and religious behavior of students. The use of e-portfolios, digital reflective journals, technology-based religious projects, and observation of online religious activities can be used as instruments to measure the development of students' religious character more holistically (Karulita, 2025).

Effective implementation also requires collaboration between schools, families, and society. The family environment plays an important role in monitoring the use of technology while strengthening the habituation of religious values taught in school. Thus, digital PAI learning does not only occur in the classroom, but becomes part of a sustainable learning culture in the daily lives of students (Mulyadin et al., 2026).

Integrative Model of Strengthening Generation Z's Religious Character

Strengthening the religious character of Generation Z requires an integrative learning model because character formation cannot be done through a single approach. Religious character is the result of interaction between cognitive, affective, spiritual, social, and environmental aspects. Therefore, the integrative model becomes a relevant approach to connect various elements that influence the development of student character.

The integrative model offered in this study consists of four main components, namely Islamic values, digital technology, the educational environment, and religious habituation :

Component 1 (Internalization of Islamic Values): The values of monotheism (tauhid), trustworthiness (amanah), excellence (ihsan), steadfastness (istiqamah), patience (sabar), gratitude (syukur), and responsibility are the main foundations for the formation of religious character. These values must be integrated into the entire learning process, both through teaching materials, learning methods, and interactions between teachers and students. Research indicates that character education based on religious values has a positive influence on the formation of students' moral behavior (Rahmi & Ariyani, 2024).

Component 2 (Educational Use of Digital Technology): Technology functions as a medium that supports the delivery of Islamic values through various digital platforms. The use of learning applications, educational social media, gamification, podcasts, and interactive videos makes the learning process more interesting and suited to the characteristics of Generation Z. Technology not only serves as a learning aid, but also as a means of religious habituation that can be done sustainably (Fajar et al., 2025).

Component 3 (Supportive Educational Environment): Building a religious character requires support from teachers, families, peers, and society. Educational ecology theory explains that the development of a student's

character is influenced by various interacting environmental systems. Therefore, the success of strengthening religious character does not only depend on learning in the classroom, but also on the school culture, family parenting styles, and the students' social environment (Oktaviana et al., 2023).

Component 4 (Digital-Based Religious Habituation): Habituation is one of the most effective methods in Islamic character education. Through digital technology, students can be accustomed to reading the Al-Qur'an regularly, attending online studies, recording spiritual reflections, managing worship targets, and participating in Islamic learning communities. Habituation carried out consistently will form a stronger and more sustainable religious character (Eva et al., 2026).

This integrative model places the PAI teacher as a facilitator, motivator, and role model in the responsible use of technology. Teachers are not only tasked with delivering religious materials, but also guiding students in utilizing technology under Islamic values. Thus, technology-based PAI learning can be an effective means to build the religious character of Generation Z that is adaptive to the times without losing its Islamic identity.

CONCLUSIONS

Based on the results of the above study, Islamic Religious Education (PAI) has a strategic role in shaping and strengthening the religious character of Generation Z in the digital era. Religious character is not only built through the mastery of religious knowledge, but also through the process of internalizing Islamic values manifested in attitudes, behaviors, and daily habits. Amidst very rapid technological developments, Generation Z faces various challenges in the form of a heavy flow of information, the influence of social media, low digital religious literacy, and learning models that are not yet fully compatible with the characteristics of digital students. However, technology is not only a source of challenges, but can also be utilized as an effective tool in strengthening religious character. Various digital platforms such as Al-Qur'an applications, Learning Management Systems (LMS), educational social media, podcasts, learning videos, and worship habituation applications can support a religious learning process that is more interactive, engaging, and relevant to the needs of Generation Z. Appropriate use of technology can increase learning motivation, student involvement, and strengthen the habituation of Islamic values in daily life.

Strategies for strengthening religious character through technology-based PAI learning can be carried out through the use of LMS, application of gamification, use of educational social media, and technology-based Project Based Learning (PjBL). The implementation of these strategies needs to be supported by a systematic digital learning model through blended learning, development of digital religious content, digital mentoring, and evaluations covering cognitive, affective, and religious behavioral aspects of students. This research offers an integrative model for strengthening the religious character of Generation Z

which consists of four main components, namely the internalization of Islamic values, the educational use of digital technology, a supportive educational environment, and digital-based religious habituation. These four components complement each other in forming a strong, adaptive, and sustainable religious character. With the support of teachers, families, schools, and the community, technology-based PAI learning can be an innovative solution to produce a Generation Z that is not only digitally proficient, but also has a strong religious character, noble morals, and is able to face the challenges of modern life following Islamic values.

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