

The Role Of Islamic Education In The Mental Health Of Generation Z: A Focus On Spirituality, Resilience, And Psychological Well-Being

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ABSTRACT

This study discusses the role of Islamic education in supporting the mental health of Generation Z in the digital era. Generation Z faces various psychological pressures, such as anxiety, overthinking, academic pressure, cyberbullying, identity crises, and the influence of social media. This study uses a qualitative method with a literature review approach through an examination of various relevant scholarly sources. The findings show that Islamic education plays an important role in strengthening spirituality, building resilience, and improving students' psychological well-being. Islamic values such as patience, gratitude, reliance on Allah, remembrance of Allah, prayer, self-reflection, and moral development can help Generation Z manage emotions, find meaning in life, and face pressure in a more positive way. In addition, Islamic education can also serve as an ethical guideline in the use of technology and social media. Thus, Islamic education functions not only as religious learning but also as a holistic approach to maintaining the mental health of Generation Z.

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INTRODUCTION

Generation Z is a generational group that has grown up in a digital, rapidly changing environment and is highly connected to social media. This condition provides many opportunities for the development of knowledge, communication, and creativity, but it also creates increasingly complex psychological pressures, especially because adolescents face academic, social, and digital pressures simultaneously (UNICEF, 2025). The World Health Organization explains that mental health is important because it enables individuals to manage life's pressures, learn, work, and contribute to society (WHO, 2025). During adolescence, anxiety disorders and depression are fairly prominent issues, particularly because this phase is a period of identity exploration, the formation of social relationships, and adjustment to academic and social demands (WHO, 2025).

The phenomenon occurring among Generation Z indicates an increase in mental pressure related to academic anxiety, overthinking, social comparison, cyberbullying, identity crises, and exposure to digital content that is not always healthy (Putra et al., 2025; Nurwahidin et al., 2025). UNICEF notes that approximately one in seven adolescents experiences a mental disorder, making adolescent mental health a global concern (UNICEF, 2024). In the context of Muslim students, these pressures affect not only emotions but also the meaning of life, spiritual stability, and the ability to cope with problems (Jais et al., 2024; Abd Elfattah, 2025).

The impact of these psychological pressures can be seen in decreased learning motivation, weak emotional regulation, increased feelings of loneliness, the emergence of withdrawal behavior, and low psychological well-being. Therefore, education should not only emphasize cognitive aspects but also pay attention to spiritual, emotional, moral, and social development. Islamic education has a strategic role because it teaches the values of tawhid, patience, gratitude, tawakal, muhasabah, prayer, and noble character, which can serve as sources of inner peace and mental resilience. These values help students understand life's pressures in a more meaningful way and develop adaptive attitudes in facing problems (Jais et al., 2024; Nasrin, 2025).

Previous studies show that Islamic approaches to adolescent mental health can support emotional, spiritual, and social well-being. Jais et al. found that both psychological and Islamic approaches can be used in adolescent mental health interventions, especially when spiritual values and religious practices are combined with modern psychological strategies (Jais et al., 2024). Abd Elfattah also emphasizes that Islamic education and spiritual practices such as dhikr, character development, and family and community support can help reduce stress, anxiety, and depression among students (Abd Elfattah, 2025). In addition, research by Muhammad, Matovu, and Ssekamanya shows that social support, religious commitment, and resilience have a positive influence on the psychological well-being of Muslim university students (Muhammad et al., 2025).

Based on previous studies, research on the mental health of Generation Z has largely focused on general psychological aspects, such as stress, anxiety, depression, academic pressure, and the impact of social media. Meanwhile, several studies have shown that Islamic approaches, spirituality, and religious values can help improve adolescents' mental well-being (Jais et al., 2024; Abd Elfattah, 2025). However, studies that specifically connect Islamic education with the mental health of Generation Z through three main aspects – spirituality, resilience, and psychological well-being – remain limited.

In addition, previous studies have tended to discuss Islamic values such as patience, gratitude, *tawakal*, *dhikr*, *muhasabah*, and Islamic counseling separately as strategies for strengthening mental health (Nasrin, 2025; Suhertina, 2025). Other studies have also begun to highlight the importance of Islamic education in facing digital challenges, such as cyberbullying and social media pressure, but few have formulated it as a holistic educational model for the mental health of Generation Z (Putra et al., 2025). Thus, the research gap in this study lies in the limited number of studies that integrate Islamic education, spirituality, resilience, and psychological well-being into one comprehensive framework to address the mental health issues of Generation Z in the digital era.

The novelty of this study lies in its effort to develop an integrative framework regarding the role of Islamic education in the mental health of Generation Z by emphasizing three main aspects: spirituality, resilience, and psychological well-being. This study does not view Islamic education merely as a process of transferring religious knowledge, but as a holistic approach that can foster inner peace, the ability to manage pressure, strength in facing problems, and a more stable sense of meaning in life. Therefore, this study offers a new perspective that Islamic education can serve as a relevant educational strategy to respond to the mental health challenges faced by Generation Z in the digital era.

Based on the explanation above, the purpose of this study is to analyze the role of Islamic education in supporting the mental health of Generation Z through strengthening spirituality, building resilience, and improving psychological well-being. This study also aims to explain how Islamic values can be integrated into the educational process so that they can serve as a source of protection, character strengthening, and psychological support for Muslim students.

METHODS

This study uses a qualitative approach with a literature review method. This method was chosen because the study aims to analyze in depth the role of Islamic education in supporting the mental health of Generation Z through a review of relevant theories, concepts, and previous research findings. The literature review approach is appropriate for examining the relationship between Islamic education, spirituality, resilience, and psychological well-being based on published scholarly sources (Abd Elfattah, 2025; Al Haqq et al., 2025).

The data sources in this study come from scientific journal articles, books, reports from official institutions, and previous research findings that discuss Islamic education, adolescent mental health, Generation Z, spirituality, resilience, and psychological well-being. The references used are prioritized from publications within the last five years in order to align with the development of Generation Z mental health issues in the digital era. Previous studies show that Islamic education and spiritual practices contribute to strengthening resilience, managing stress, and improving students' mental well-being (Jais et al., 2024; Putra et al., 2025; Suhertina, 2025).

The data collection technique was carried out through searching for and selecting literature relevant to the research focus. The literature was selected based on thematic suitability, year of publication, source credibility, and its contribution to the discussion of Islamic education and mental health. The collected data were then analyzed using content analysis techniques, namely by reading, grouping, comparing, and interpreting the contents of the literature to identify patterns of thought and relationships between concepts. This analysis was used to understand how Islamic values such as patience, gratitude, *tawakal*, *dhikr*, *muhasabah*, and moral development can play a role in shaping the mental resilience of Generation Z (Nasrin, 2025; Nugraha et al., 2025).

The research stages were carried out through several steps: determining the focus of the study, collecting literature sources, selecting relevant sources, analyzing the contents of the literature, synthesizing the findings, and drawing conclusions. Through these stages, this study seeks to produce a comprehensive understanding of Islamic education as a holistic approach in supporting the mental health of Generation Z, particularly in the aspects of spirituality, resilience, and psychological well-being (Abd Elfattah, 2025; Putra et al., 2025).

RESULT AND DISCUSSION

Result

Based on the literature review, Islamic education plays an important role in supporting the mental health of Generation Z, particularly through the strengthening of spirituality, resilience, and psychological well-being. Generation Z lives in a digital era characterized by rapid access to information, social media pressure, self-comparison, cyberbullying, and academic anxiety. This condition means that Islamic education functions not only as a transfer of religious knowledge but also as a means of fostering students' mental, emotional, and spiritual development.

Islamic Education as a Means of Strengthening Generation Z's Spirituality

The findings of the review show that Islamic education plays a role in shaping the spirituality of Generation Z through the internalization of the values of *tawhid*, worship, *dhikr*, prayer, Qur'an recitation, *tafakkur*, *muhasabah*, patience, gratitude, and *tawakal*. These values help students understand that life is not only oriented toward academic achievement or social recognition, but also toward their relationship with Allah, the meaning of life, and inner peace.

Islamic spirituality has been shown to be related to the subjective well-

being of Generation Z. Azhari et al. found that Islamic spirituality has a significant positive relationship with subjective well-being among Muslim Gen Z, particularly because the aspect of meaning in life within spirituality makes a major contribution to happiness and life satisfaction (Azhari et al., 2025). This indicates that the stronger a person's spirituality is, the better their ability to interpret life's pressures in a positive way.

Islamic education can also provide psychological calm through religious practices. Ifadah et al. explain that the integration of spirituality and Islamic education, including the values of patience, sincerity, and tawakal, can help students manage emotional stress, attain inner peace, and strengthen psychological resilience (Ifadah et al., 2025). Thus, Islamic education becomes an important space for forming spiritual closeness that has an impact on students' mental stability.

Islamic Education as a Means of Building Mental Resilience

Resilience is a person's ability to endure, recover, and adapt when facing pressure or problems. In the context of Generation Z, resilience is highly needed because they face various challenges such as academic pressure, social conflict, uncertainty about the future, digital fatigue, and social media pressure.

Islamic education contributes to the formation of resilience through the internalization of the values of patience, tawakal, gratitude, effort, positive thinking toward Allah, and muhasabah. Maulana et al. explain that Islamic education can serve as a source of mental resilience in the digital era because the values of patience, gratitude, tawakal, and iffah help students regulate their emotions and develop a meaningful outlook on life (Rahman & Miftahurrahmat, 2025).

In addition, psychotheological learning models in Islamic education can also improve the mental resilience of Muslim adolescents. Zamzam and Winsidi found that the integration of Islamic theological concepts with psychological reflection can enhance mental resilience, religious optimism, and a stable self-concept among Muslim adolescents (Zamzam & Winsidi, 2024). This means that religious learning connected to students' psychological experiences can help them become stronger in facing life's pressures.

Islamic Education in Addressing Digital Pressure and Overthinking

Generation Z is very closely connected to digital technology. Social media can serve as a medium for learning, da'wah, and communication, but it can also create psychological pressure. Excessive exposure to social media may trigger self-comparison, anxiety, cyberbullying, reduced concentration, and overthinking.

Putra et al. show that Islamic-based digital literacy can help Muslim adolescents deal with cyberbullying by strengthening digital ethics, emotional regulation, critical thinking skills, and mental resilience (Putra et al., 2025). This indicates that Islamic education needs to be developed not only to teach ritual worship, but also to guide students in using technology in a healthy, ethical, and responsible manner.

The study by Nurwahidin et al. also shows that Islamic mindfulness,

which combines dhikr, tafakkur, and muhasabah, can help Generation Z adolescents reduce overthinking and improve emotional regulation (Nurwahidin et al., 2025). Thus, Islamic education can serve as a preventive approach to help students manage excessive thoughts, anxiety, and emotional pressure resulting from digital life.

Islamic Education and Psychological Well-Being

Psychological well-being includes inner peace, self-acceptance, healthy social relationships, a sense of purpose in life, and the ability to develop one's potential. Islamic education supports these aspects through character building, strengthening worship practices, habituation of moral values, and the development of positive social relationships.

Abd Elfattah states that Islamic education and spiritual practices such as dhikr and character development can help reduce stress, anxiety, and depression among students, especially when supported by family and community (Abd Elfattah, 2025). This shows that Islamic education plays a role not only in religious aspects but also in overall mental health.

Suhertina also found that Islamic counseling approaches, such as tazkiyatun nafs, Sufi psychotherapy, Islamic Cognitive Behavioral Therapy, and sharia-based digital counseling, can enhance mental resilience, reduce anxiety, improve emotional balance, and strengthen students' spiritual resilience (Suhertina, 2025). This reinforces the idea that Islamic education can be developed into a psycho-pedagogical approach that helps students maintain their mental health.

The Role of Islamic Education Teachers in Supporting Mental Health

Islamic Religious Education (PAI) teachers have an important role as educators, moral guides, spiritual mentors, and role models for students. Teachers do not only deliver religious material, but also help students understand Islamic values in daily life, including when facing stress, conflict, failure, and social pressure.

Firmansyah et al. found that PAI teachers can play a preventive role in addressing bullying through positive affirmations based on spiritual values. These affirmations help students build self-acceptance, self-confidence, positive attitudes, independence, and a safer school environment (Firmansyah et al., 2024). Thus, PAI teachers can become key actors in creating an educational atmosphere that supports mental health.

The role of teachers is also important in creating humanistic and contextual learning. Hanif explains that Islamic education design for Generation Z needs to be innovative, technology-based, participatory, and aligned with the characteristics of digital natives so that Islamic values remain relevant and effective for today's learners (Hanif, 2025). This means that PAI teachers need to use approaches that are close to Generation Z's daily life, not only one-way lecture-based methods.

Integration of Islamic Values with Modern Psychological Approaches

The findings of the review indicate that Islamic education becomes more effective when it does not stand alone in a normative form, but is integrated with

modern psychological approaches. This integration can be implemented through Islamic counseling, Islamic mindfulness, Islamic Cognitive Behavioral Therapy, Islamic digital literacy, and psychotheological learning.

Jais et al. explain that psychological and Islamic approaches can be used together to support adolescent mental health. The Islamic approach provides a spiritual and religious dimension, while the psychological approach helps students recognize emotions, manage negative thoughts, and develop adaptive behaviors (Jais et al., 2024). This shows that Islamic education needs to be directed toward a holistic approach that includes cognition, heart, emotions, behavior, and social relationships.

Through this integration, Islamic education can function in promotive, preventive, and curative ways. In a promotive sense, Islamic education fosters spirituality, morality, and life meaning. In a preventive sense, it helps students avoid destructive behaviors such as bullying, digital addiction, and negative peer influence. In a curative sense, Islamic education can support psychological recovery through dhikr, prayer, muhasabah, counseling, and religious social support.

Based on the findings of the review, Islamic education plays an important role in maintaining the mental health of Generation Z. This role is evident in strengthening spirituality, building resilience, improving psychological well-being, managing digital pressure, and preventing social problems such as bullying and cyberbullying. Islamic education that is relevant for Generation Z needs to be holistic, contextual, digital, and psycho-pedagogical in nature. Thus, Islamic education does not only shape students who are religious in ritual practice, but also mentally healthy, emotionally strong, and spiritually mature.

CONCLUSIONS

Based on the findings of the review, it can be concluded that Islamic education plays an important role in supporting the mental health of Generation Z, particularly through the strengthening of spirituality, resilience, and psychological well-being. Islamic education does not only function as a means of transferring religious knowledge, but also as a holistic approach that helps students understand the meaning of life, manage emotional pressure, and build self-resilience in facing the challenges of the digital era. Islamic values such as tawhid, patience, gratitude, tawakal, dhikr, prayer, and muhasabah have been shown to strengthen emotional regulation, provide inner peace, and form a positive mindset in dealing with life's pressures (Ifadah et al., 2025; Nasrin, 2025).

In addition, Islamic education also contributes to the development of Generation Z's mental resilience. The internalization of the values of patience, tawakal, effort, positive thinking toward Allah, and self-reflection helps students become more capable of enduring, adapting to, and recovering from academic, social, and digital pressures (Maulana et al., 2025; Zamzam & Winsidi, 2024). In the context of digital life, Islamic education also serves as an ethical and spiritual guide so that Generation Z can use social media in a healthy way, avoid cyberbullying, reduce overthinking, and improve self-control (Putra et al., 2025;

Nurwahidin et al., 2025).

Thus, Islamic education relevant to Generation Z needs to be developed in an integrative, humanistic, contextual, digital, and psycho-pedagogical manner. It should be combined with modern psychological approaches, such as Islamic counseling, Islamic mindfulness, and Islamic value-based digital literacy, so that it can function as a promotive, preventive, and curative strategy in maintaining students' mental health (Jais et al., 2024; Suhertina, 2025). Therefore, Islamic education can serve as an important foundation in shaping Generation Z who are not only spiritually religious, but also mentally healthy, emotionally resilient, and psychologically balanced.

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