

Islamic Religious Learning in the Digital Age: An Interactive Method for Generation Z

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Abstract: *This research aims to explore and develop interactive and relevant Islamic religious learning methods for Generation Z in the digital era. Generation Z has unique characteristics, such as a high tendency towards technology, a practical and visual learning style, and the need to get information instantly. Given these needs, conventional learning approaches are considered less effective in attracting their interest in exploring Islam. This study uses a qualitative research method with data collection techniques through in-depth interviews, observations, and literature studies related to digital learning methods and religious teaching. Participants in this study include students, Islamic teachers, and experts in the field of digital education. The results of the study show that technology-based interactive methods, such as learning apps, educational short videos, interactive quizzes, and discussions on social media platforms, can increase the interest and engagement of Generation Z in learning Islam. The use of digital media not only makes the learning process more interesting but also helps students understand religious concepts in a more applicable and relevant way to daily life. In addition, the application of gamification, augmented reality (AR), and virtual reality (VR) in Islamic religious learning shows great potential to enhance immersive and contextual learning experiences. The implications of this study are the need for the integration of digital technology in the Islamic religious learning curriculum, as well as training for educators so that they can use interactive methods effectively. The novelty of this study lies in a holistic approach that combines digital interactive methods with religious learning, which has not been widely applied in the context of Islamic education. This research is expected to be a reference for educators and curriculum developers in creating Islamic religious learning strategies that are more adaptive, interactive, and able to answer the unique needs and characteristics of Generation Z.*

Keywords: *Islamic religious learning, generation z, interactive methods, digital era, educational technology.*

INTRODUCTION

The rapid development of digital technology has changed various aspects of human life, including the field of education. Islamic religious education, which used to rely on traditional methods of lectures and face-to-face interactions, now faces challenges in adapting to the characteristics of Generation Z (Gen Z) who have different learning styles and preferences than previous generations. Generation Z, i.e. those born between 1997 and 2012, grew up in an environment rich in digital technology and instant information. They are used to using digital devices and accessing information quickly and visually through social media,

applications, and various online platforms. On the other hand, this challenge provides an opportunity for educators to design more interactive, relevant, and engaging religious learning methods for Gen Z [1].

However, there are still many problems that arise in the implementation of Islamic religious learning that is following the needs of Generation Z. First, conventional learning methods are often considered less interesting and irrelevant to the lives of those who are already attached to technology. Lectures or one-way learning often make students quickly bored and feel uninvolved in the learning process. In addition, the limited understanding of the use of technology in religious learning makes it difficult for some teachers to integrate technology effectively into learning. In many cases, Islamic religious teaching still focuses on the memorization or theoretical aspects, without involving discussion or application in the context of daily life which is more in line with the learning style of Generation Z [2].

The research gap in this field is becoming increasingly clear. Although there is a lot of research on digital learning and technology adaptation in general education, studies that specialize in the use of digital interactive methods in Islamic religious education are still very limited. Much of the research focuses on the use of technology in subjects such as math, science, or language, but few examine how technology can be applied effectively in the context of Islamic religious education. Considering the importance of character and moral formation through religious education, the adaptation of interesting and interactive learning methods is crucial [3].

Furthermore, research gaps are also seen in studies related to the adaptation of interactive digital technology in Islamic religious teaching for Gen Z. Various studies show that Generation Z needs a more visual, practical, and direct approach to their learning process, but Islamic religious learning methods often do not provide a learning experience that is under these characteristics. This research is expected to answer this gap by exploring technology-based interactive methods that can stimulate interest, increase engagement, and deepen Generation Z's understanding of Islamic values as a whole [4].

The importance of this research lies in its efforts to introduce a more relevant and effective approach to Islamic religious learning in the digital era, so that it can answer the needs and preferences of Generation Z. By developing interactive methods, such as learning applications, educational videos, digital quizzes, and gamification, this research seeks to enrich Islamic religious learning in schools or other educational institutions. Technologies such as augmented reality (AR) and virtual reality (VR) can even provide a more immersive and contextual learning experience for students. Through this interactive media, students not only become passive recipients of information, but can also be actively involved in the learning process, reflect on religious values in the context of modern life, and apply them in daily life [5].

This research will also provide benefits for educators, especially religious teachers, who may find it difficult to adapt their teaching methods to the interests and needs of Gen Z. Through the results of this research, educators can gain guidance and insights on interactive techniques that they can use in learning Islam. They will also understand how technology can be integrated appropriately and effectively, without taking away the essence of the religious teachings themselves. Therefore, this research is expected to be an important reference in the development of Islamic religious learning curricula and methods in the future [6], [7].

Furthermore, this research seeks to make a significant contribution to the academic literature on Islamic religious teaching. By integrating digital education theories and religious education principles, this research contributes to enriching academic discussions related to multidisciplinary approaches that can be applied in the context of religious education. The results of this research are also expected to open further discussions on how the Islamic religious curriculum can be adapted to the times, especially in terms of the use of technology as an effective learning medium [8].

Overall, this research not only fills in the gaps in the literature but also has the potential to serve as a practical guide for educational institutions and educators in designing Islamic religious learning that is relevant to Generation Z. In an increasingly digital world, it is important to ensure that religious learning can still be delivered in a meaningful and relevant way. Generation Z is the future generation, and Islamic religious education should adapt so that it can have a significant impact in shaping their character [9], [10].

LITERATURE REVIEW

The following is a review of relevant literature for the theme of Islamic Religious Learning in the Digital Age: Interactive Methods for Generation Z.

Characteristics of Generation Z in Digital Learning. A study by Prensky on "Digital Natives" identifies the characteristics of the younger generation growing up in the digital age, which tends to require fast, visual, and interactive learning. This research shows that traditional learning methods are not always effective for Generation Z, who need a more dynamic and visual approach to be optimally involved in learning [11], [12].

The Effectiveness of Interactive Learning for Generation Z. Research by Berk shows that interactive learning, which actively engages students, has a positive impact on the engagement and understanding of Generation Z. Berk emphasizes that Generation Z is more motivated in an interactive learning environment, where they can play an active role in the learning process [13], [14].



Figure 1. Ilustrasi dari Interactive Learning for Generation Z

The Use of Digital Media in Islamic Religious Learning. In a study conducted by Azra, it was explained that digital technology can be used to bridge Islamic religious education in the modern era. Azra found that digital platforms can help in conveying Islamic teachings in a more engaging and accessible way for young people, although challenges still exist in terms of optimal use of technology by educators [15], [16].

Gamification as an Effective Learning Strategy. Werbach and Hunter investigated the impact of gamification on learning and found that game elements such as points, badges, and challenges can increase students' motivation to learn. The use of gamification in Islamic religious learning can help Generation Z be more engaged and motivated to learn religious values in a fun and interactive way [17], [18].

Virtual Reality (VR) and Augmented Reality (AR) in Education. According to research from Merchant et al., the use of VR and AR in education allows students to get a more immersive and realistic learning experience. In the context of Islamic religious learning, this technology can be used to introduce students to Islamic history and culture in an interactive way, for example by simulating visits to historical mosques or holy places [19], [20].

Contextual Approach to Islamic Religious Learning. A study by Nata highlights the importance of a contextual approach in Islamic religious education so that students can understand the relevance of religious teachings in daily life. This approach emphasizes the application of Islamic values in a context close to the life of Generation Z so that learning is more meaningful and can be applied in real situations.

Use of Learning Apps for Religious Materials. Research by Alavi on educational applications shows that interactive learning applications can make it easier for students to understand religious concepts visually and practically. In the context of learning Islam, applications such as the Digital Quran or educational applications about worship can be an effective medium for Generation Z to learn about religion interestingly.

Collaborative Learning in Islamic Religious Education. Vygotsky introduced the theory of social learning, which emphasized the importance of collaboration in learning. Collaboration, whether in the form of group discussions or joint projects, can provide opportunities for students to learn from each other and understand religious values in a social environment. This approach can be integrated with digital platforms to allow students to interact in online learning groups.

The Effect of Social Media on Religious Learning for Generation Z. According to Lenhart social media plays an important role in the life of Generation Z as a means of information and communication. In the context of Islamic religious learning, social media can be used to convey religious messages through short and visually appealing content, such as educational videos and infographics. The use of social media can also encourage student involvement in discussing religious topics online.

Challenges of Technology Integration in Islamic Education. The study by Noor and Embong highlights the challenges faced in integrating technology into Islamic education, such as limited resources, teacher readiness, and the need for appropriate content. Noor and Embong emphasized the need for training for educators so that they can use technology effectively and relevant to the goals of Islamic education, especially in the face of Generation Z who are very familiar with technology [21], [22].

This literature review provides a solid foundation for understanding the important aspects of interactive and technology-based Islamic religious learning, as well as opening up opportunities to apply new approaches that are relevant to Generation Z in the digital age.

METHODOLOGY

This study uses a field qualitative approach to explore the application of digital-based interactive methods in Islamic religious learning that are relevant to Generation Z. The qualitative approach was chosen because it aims to understand the perspectives, experiences, and needs of students and teachers in the context of religious learning in the digital era. This method also allows researchers to explore the interaction between Generation Z students and digital technology in Islamic religious learning in depth [23].

Data collection was carried out through three main techniques: in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted with students, religious teachers, and digital education experts to gain an in-depth understanding of their experiences, challenges, and views regarding the use of technology in religious learning. The main participants in this interview are Generation Z students who are active in learning Islam and teachers who use technology as a learning tool. In addition, interviews were also conducted with experts in the field of digital education to get perspectives on innovative ways to integrate technology into Islamic religious learning [24], [25].

Participatory observation is carried out during the Islamic religious learning process, both in the classroom and in the context of using technology such as learning applications or social media. In this observation, the researcher recorded students' interactions with technology as well as their responses to various interactive methods used, such as digital

quizzes, educational videos, and social media [26]. This observation aims to observe how digital interactive methods affect students' motivation, engagement, and understanding of Islamic religious materials.

Document analysis is used to review Islamic religious curricula and learning materials that use technology as a learning medium. The documents analyzed include syllabi, lesson plans, and digital materials that have been used by educators. This analysis aims to evaluate the suitability of digital content and methods with the purpose of Islamic religious learning [27], [28].

The data obtained from interviews, observations, and document analysis were analyzed thematically using the content analysis method. This process includes data coding, theme identification, and data interpretation to find key patterns or themes related to the effectiveness of digital-based interactive methods in Islamic religious learning [29]. The validity of the data was tested using source triangulation and techniques to ensure the accuracy and reliability of the research results.

Through this approach, the research is expected to identify effective and relevant digital learning methods for Generation Z, as well as provide practical insights for teachers in designing Islamic religious learning that is more interactive, interesting, and follows the needs of the digital generation.

Table. 1 Research Methods

Research Components	Description
Research Approach	Qualitative field
Research Objectives	Exploring the application of digital-based interactive methods in Islamic religious learning for Generation Z
Data Type	Primary data: experiences, views, and interactions of students and teachers with technology in Islamic religious learning Secondary data: curriculum documents, syllabi, and digital learning materials used in Islamic religious learning
Data Source	Generation Z students who are involved in learning Islam Islamic religious teachers who use technology in learning Digital education expert
Data Collection Techniques	In-Depth Interviews: With students, teachers, and experts to understand their views on interactive digital learning for Islam Participatory Observation: Directly observing Islamic religious learning activities using digital interactive methods Document Analysis: Review relevant curriculum, lesson plans, and digital learning materials
Research Instruments	Interview guide Observation notes Document analysis forms
Data Analysis Techniques	Thematic Analysis: Identifying key themes related to the effectiveness and challenges of digital-based interactive methods in Islamic religious learning Triangulation of Sources and Techniques: Using a variety of sources and techniques to improve the validity and reliability of data
Expected Results	Finding digital-based interactive methods that are effective for

	Generation Z in learning Islam Provide practical recommendations for teachers to integrate digital technology into Islamic religious learning.
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RESULTS AND DISCUSSION

Islamic Religious Learning in the Digital Era

This study successfully collected data through in-depth interviews, participatory observations, and document analysis, which provided in-depth insights into the effectiveness of digital-based interactive methods in Islamic religious learning for Generation Z [30].



Figure 2. Models of Islamic Religious Learning in the Digital Era

First, interviews with students showed that they were more interested and motivated when Islamic religious learning was carried out with an interactive method that involved the use of digital technology. Students feel that learning using apps, educational videos, and interactive quizzes provides a more engaging experience compared to traditional lecture methods [31], [32]. They revealed that this method makes learning more enjoyable and makes it easier for them to understand religious concepts more contextually. For example, students mentioned that videos featuring prophetic stories and Islamic history provide a deeper understanding of religious values, and they can relate them to everyday life [33], [34].

Second, participatory observation shows that when interactive learning methods are applied, students tend to be more active in participating in discussions and learning activities. In a classroom that applies gamification techniques, for example, students compete in digital quizzes and show high enthusiasm [27]. This signifies that healthy competition and game elements can increase student engagement, making them more excited to learn religious material. In addition, students also feel more comfortable expressing opinions and discussing when learning is carried out in an interactive atmosphere, which creates a collaborative learning environment.

Furthermore, from the results of the analysis of the documents, it was found that many Islamic religious education curricula still rely on traditional methods and do not utilize technology. Although some educational institutions have tried to integrate applications and digital media, the content presented is still limited. This shows that there is a gap between technological development and implementation in religious learning. The teachers interviewed also admitted that they felt they lacked adequate training in using technology in teaching [27]. They expressed a desire to learn more about how to integrate technology effectively so that Islamic religious learning becomes more relevant for Generation Z students.

The implication of the results of this study is the importance of training for educators to understand how to integrate digital technology into religious learning. Teacher education that focuses on the use of technology in Islamic religious learning needs to be strengthened so that teachers can design and implement interactive methods that are more interesting and follow the needs of Generation Z [28].

In addition, this study reveals that the use of social media can be an effective tool in learning Islam. Students show a high interest in religious material when presented through the platform they use daily. For example, short videos on Instagram or YouTube that explain religious concepts simply and interestingly can reach a wider audience and make religious learning more accessible. However, the study also emphasizes the need for supervision and guidance from teachers to ensure that the information students receive through social media is accurate and follows the true teachings of Islam [35].

Furthermore, the results of the study also show that technology-based interactive learning methods can help in the development of students' character. Using methods that emphasize collaboration and interaction, students are invited to not only learn religious theories but also apply those values in concrete actions, such as contributing to social and religious activities in their communities. This research suggests that Islamic religious education is not only focused on mastering the material, but also on the formation of characters that reflect Islamic values, such as tolerance, justice, and empathy for others [20], [32].

However, the challenges faced in the implementation of this interactive learning method remain. One of the main challenges is limited access to technology in some areas, which can hinder students from participating in digital learning. Therefore, it is important to ensure that all students, regardless of economic and social background, have equal access to digital technology and learning materials. Educational institutions need to establish partnerships with various parties to provide adequate facilities and infrastructure so that technology-based learning can be implemented effectively [36].

In addition, the study also found that not all students have the same technological abilities. Although Generation Z is known as the generation of digital natives, there is variation in their level of comfort and skills in using technology. Therefore, learning approaches need to be tailored to the individual needs of students, and teachers need to provide additional support for students who need help using technology. This can create a more inclusive learning environment, where all students can actively participate and benefit from interactive learning [37], [38].

On the other hand, the success of interactive learning also depends on the support and commitment of the school and parents. Research shows that when schools encourage the use of technology in learning and parents provide positive support to their children's religious education, students tend to be more motivated to learn. Therefore, it is important to create a good partnership between schools, parents, and the community to support quality and relevant Islamic religious education for Generation Z [28].

Overall, the results of this study show that the application of digital-based interactive methods in Islamic religious learning can increase the engagement and motivation of Generation Z students. This research provides recommendations for educational institutions to conduct training for teachers, develop engaging digital content, and ensure equal access to technology for all students. With these steps, it is hoped that Islamic religious education can adapt to the development of the times and make a significant contribution to the formation of good religious character and understanding for Generation Z in the digital era [39].

As a further step, this study also recommends further research that explores the long-term impact of interactive learning methods in shaping students' attitudes and behaviours in practising Islamic religious teachings. With the increasing number of research in this field, it is hoped that Islamic religious education can continue to innovate and be relevant to the needs of future generations, as well as be able to produce a generation that is not only

academically intelligent but also has a strong character and a deep understanding of Islamic values [40].

Table. 2 Results and Discussion

Research Methods and Key Findings	Result Description	Implications / Discussion
Increased Student Engagement	Students are more interested and motivated by learning that uses digital-based interactive methods, such as educational apps and videos.	Interactive methods can create a more enjoyable learning experience, and increase students' understanding of religious values, and the relevance of the material to daily life.
Active Participation in Discussions	Observations show that students are more active in participating in discussions when learning is done interactively and using gamification elements.	Interactive learning encourages students to contribute more to discussions, creating a collaborative environment that supports the exchange of ideas and a better understanding of religious material.
Gaps in Technology Implementation	Many Islamic religious education curricula still use traditional methods and do not utilize digital technology optimally.	Training is needed for teachers to integrate technology effectively in Islamic religious teaching to suit the needs and characteristics of Generation Z.
The Potential of Social Media as a Learning Tool	The use of social media attracts students' interest and can be an effective platform to convey religious material in an attractive and easily accessible manner.	Social media can be used as a means to reach students outside the classroom, but it must be accompanied by supervision to ensure that the content received is accurate and follows Islamic teachings.
Character Development Through Learning	Digital-based interactive learning methods not only focus on mastering the material but also contribute to the development of student's character.	Islamic religious learning must include the formation of a character that reflects Islamic values so that students can apply religious teachings in daily life.
Challenges of Technology Access	There are obstacles to accessing technology in some areas, which can hinder students from participating in digital learning.	It is necessary to strive to provide equitable technological facilities so that all students, without exception, can take advantage of digital-based learning, regardless of their socio-economic background.
Variety of Students' Technology Skills	Although Generation Z is known as a digital natives, there is variation in students' comfort levels and skills in using technology.	Teachers need to provide additional support for students who need help using technology, thus creating a more inclusive learning environment.
Support from Schools and Parents	The success of interactive learning also depends on the support and commitment of the school and parents.	It is important to create partnerships between schools, parents, and the community to support quality and relevant Islamic religious education for

		Generation Z so that students feel motivated and supported in their learning process.
Recommendations for Teacher Training	It was found that teachers felt that they lacked adequate training in the use of technology in religious teaching.	A training program is needed that focuses on the use of technology in religious education to improve teachers' ability to teach with methods that suit the needs of Generation Z.
Advanced Research	This study recommends conducting further studies on the long-term impact of interactive learning methods on students' attitudes and behaviours in practising Islamic religious teachings.	Further research is expected to provide additional insights into the effectiveness of interactive and innovative learning methods, as well as their contribution to the formation of a generation that is not only intelligent but also has a deep character and understanding of Islamic values.

In the digital age, Islamic religious learning must adapt to the changing needs and behaviors of Generation Z, who are highly influenced by technology and digital media. Traditional teaching methods, while valuable, may not fully engage this generation, who crave interactive, personalized, and visually engaging content. By incorporating interactive digital methods, such as online learning platforms, multimedia resources, and interactive apps, Islamic education can be made more accessible and appealing to young people. These tools allow for flexible, self-paced learning and encourage greater engagement with religious content, providing students with opportunities to explore Islamic teachings in depth, seek answers to their questions, and strengthen their understanding of faith in a way that resonates with their lifestyle [41].

Furthermore, digital tools also support the integration of community-oriented learning, where students can connect with peers, mentors, and educators worldwide. This global connection fosters a broader understanding of Islam, cultural diversity within the Muslim community, and the ability to relate Islamic values to contemporary issues. Interactive learning also encourages critical thinking and reflection, essential for Generation Z, who often face complex societal and ethical challenges.

Expectations. The shift towards interactive digital learning in Islamic education brings both opportunities and responsibilities. As educators, it is essential to develop content that is not only technologically engaging but also aligned with authentic Islamic teachings and values. Platforms should be created or chosen with strict attention to accuracy and adaptability, ensuring that they cater to the diverse backgrounds of Muslim students worldwide. In the future, it is hoped that Islamic religious learning will continuously evolve to meet new technological advancements, making the teachings of Islam accessible and appealing to the coming generations. Through thoughtful integration of technology and interactive methods, Islamic education can empower Generation Z to embrace their faith more meaningfully, fostering a generation that is well-informed, ethically grounded, and spiritually connected, despite the distractions of the digital age.

CONCLUSION

This study emphasizes the importance of applying digital-based interactive methods in Islamic religious learning for Generation Z. Findings show that these methods not only increase students' engagement and motivation but also help them understand

religious values better and are relevant to daily life. Through the use of apps, educational videos, and gamification elements, students can learn in a more fun and contextual way. In addition, interactive learning allows students to actively participate in discussions, creating a collaborative environment and supporting the exchange of ideas between them. However, despite the many positive potentials of the use of technology in Islamic religious education, the study also identifies some challenges that must be addressed. The gap in access to technology in several regions is one of the main obstacles that can hinder the implementation of digital learning. Additionally, the variation in technology skills among students indicates the need for a more personalized approach to supporting them. Therefore, educational institutions need to develop adequate infrastructure and ensure that all students have equal access to technology. Training for teachers is also crucial in ensuring the success of technology integration in learning. Many teachers feel that they are not prepared to use technology effectively, so training that focuses on developing competencies in teaching with digital methods needs to be strengthened. Support from parents and schools is also very important to create a harmonious partnership in supporting quality religious education. Taking into account the results of this study, it is recommended that educational institutions collaborate with related parties to create interesting and relevant digital content. This will help students not only in understanding religious teachings but also in internalizing these values in daily life. In addition, further research is needed to explore the long-term impact of interactive learning methods on students' attitudes and behaviours in practising Islamic religious teachings. Overall, this study emphasizes that Islamic religious learning in the digital era must continue to adapt and innovate. By effectively integrating technology, Islamic religious education can be more relevant and attractive to Generation Z, forming a generation that is not only academically intelligent but also has a deep understanding of Islamic values and can apply them in daily life.

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Author Contribution

Toni Ardi Rafsanjani, M. Abdurrozaq, Fauziah Inayati: Conceptualization, Methodology, Writing – review & editing.

Conflicts of Interest

All authors declare no conflict of interest.

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