



Muslim Students' Role in the Development of Islamic Education for Generation Z

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Abstract: Muslim Students' Role in the Development of Islamic Education for Generation Z

Objective: This study aims to determine the urgency of the role of Muslim students in the development of Islamic education for Generation Z. **Methods:** This study used a quantitative research approach. The research subjects consisted of Muslim students actively involved in developing and delivering Islamic education to Generation Z. The data in this study were collected using a questionnaire developed based on the literature. The data in this study were collected using a questionnaire developed based on the literature. Data were analyzed using descriptive and inferential statistical approaches. **Results:** Muslim students can use technology to spread religious messages. The role of technology allows students to cooperate and share information about religion more widely and effectively. **Conclusion:** Muslim students play an important role in developing Islamic education for Generation Z, especially through digital technology, religious communities, and interactive learning methods. **Contribution:** This research references religious higher education institutions creating Islamic education work programs for Generation Z.

Keyword: Muslim Students; Developing Islamic Education; Generation Z

Abstrak: Peran Pelajar Mahasiswa Muslim Dalam Mengembangkan Pendidikan Islam pada Generasi Z

Tujuan: Penelitian ini bertujuan untuk mengetahui urgensi peran mahasiswa muslim dalam pengembangan pendidikan agama generasi Z. **Metode:** Penelitian ini menggunakan pendekatan penelitian kuantitatif. Subjek penelitian terdiri dari mahasiswa Muslim yang aktif terlibat dalam mengembangkan dan menyampaikan pendidikan agama kepada generasi Z. Data dalam penelitian ini dikumpulkan menggunakan kuesioner yang dikembangkan berdasarkan literatur. Data dianalisis menggunakan pendekatan statistik deskriptif dan inferensial. **Hasil:** Mahasiswa Muslim dapat menggunakan teknologi untuk menyebarkan pesan-pesan keagamaan. Peran teknologi memungkinkan para pelajar untuk bekerja sama dan berbagi informasi tentang agama secara lebih luas dan efektif. **Kesimpulan:** Pelajar Muslim memainkan peran penting dalam mengembangkan pendidikan agama untuk Generasi Z, terutama melalui penggunaan teknologi digital, komunitas keagamaan, dan metode pembelajaran interaktif. **Kontribusi:** Penelitian ini berkontribusi sebagai referensi bagi lembaga pendidikan tinggi keagamaan dalam membuat program kerja edukasi agama untuk Generasi Z.

Kata Kunci: Mahasiswa Muslim; Pendidikan Islam; Gen Z

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A. INTRODUCTION

The purpose of Islamic education is to increase faith and help maintain moral and religious values in society, nation, and state, especially in the current era of globalization. Generation Z is very open to accepting other people's ideas due to the characteristics of Internet information media (Szymkowiak et al., 2021). On the other hand, they are very vulnerable to negative things such as a lack of sensitivity to the social environment, are trapped in a free lifestyle, and tend to be individualistic, unrealistic, and unwise in using media, especially social media. This challenge must be resolved so Generation Z does not fall into bad things (Gabriela & Buchko, 2021).

Islamic education must be reinforced to improve the morals of Generation Z children due to the hustle and bustle of an increasingly disorganized life. This is because Islamic education in the Generation Z era is a bridge to fortify children from negative actions (Maleknia et al., 2024). This is where Islamic education is very important to shape personality and obedience so that Generation Z realizes the advantages and disadvantages of what they do.

The role of Muslim students in developing Islamic education for Generation Z is very important. Islamic education is a very important effort to prepare humans to recognize, understand, appreciate, and believe in the teachings of Islam from its main sources (Ambali et al., 2014), namely the Qur'an and the Prophet's Hadith. This can help them become devoted and obedient to Allah SWT and strengthen the Muslim personality, especially karakul karma.

The role of Muslim students in developing Islamic education plays an important role in developing religious education, especially Islamic education (Marshall, 2018). They can contribute in many ways, from direct teaching to developing innovative learning materials. Islamic education has an important role in shaping students' character, and Indonesian Islamic students play a role in shaping adolescents' religious character (Idris et al., 2012). Islamic education in building character plays an important role in shaping the character of Generation Z, which has strong Islamic values (Guo & Luo, 2023). Islamic education equips Generation Z with a deep understanding of Islamic teachings, including an understanding of *Aqidah* (faith), *Akhlaq* (ethics), and *Sharia* (Islamic law). Understanding Islamic teachings will help Gen Z develop a strong and responsible personality. The portrait of Islamic students as the hope for the future must have Superior Resources (HR) and have the principles of societal change. They must teach new things and the principles of thought, which are the keys to understanding the state of society that is always changing.

In this theoretical review, it can be concluded that Muslim students have an important role in the development of religious education, especially in the context of Islamic education (Wekke, 2015). They can contribute in various aspects and use information technology and social media to spread Islamic education messages. Islamic education also plays an important role in shaping the personality of students, as well as the role of Indonesian Muslim students in shaping the religious personality of adolescents (Ismail et al., 2016). Islamic education is very important for Generation Z. Generation Z must have a strong religious grip if they want Generation Z to be the figure behind the country's progress. Islamic studies tries to educate Generation Z to become a smart, characterful generation that obeys religious rules (Rulyandi et al., 2024). The role of Muslim students is expected to make Generation Z a resilient generation that faces challenges, obstacles, and changes that arise along with technological developments in the era of digital modernization.

Previous studies have extensively discussed the role of Muslim students in developing Islamic education for Generation Z, particularly in the context of campus da'wah, Islamic organizations, and the utilization of digital technology as a medium for spreading Islamic values (Mardiana et al., 2021; Durachman et al., 2021). Several studies highlight how Muslim students act as agents of change in Islamic education through religious communities, seminars, and regular study sessions within campus environments and society (Anwar et al., 2019; Bahijah et al., 2022). Additionally, research has explored how social media, podcasts, and e-

learning platforms play a role in expanding access to Islamic education for Generation Z, who are more familiar with digital platforms (Wicaksono, 2021; Nurhayati et al., 2022; Sukana, 2024).

However, there are several research gaps in previous studies, including the lack of research specifically developing innovative digital-based Islamic education models for Generation Z. Most studies still focus on traditional approaches without deeper analysis of how modern technology such as artificial intelligence (AI), augmented reality (AR), and gamification can be effectively used in Islamic learning for this generation. There is also a limited number of empirical studies measuring the impact of Muslim students' involvement in increasing religious literacy among Generation Z and minimal exploration of global collaboration among Muslim students in strengthening Islamic education in the digital era.

Therefore, this study offers novelty by exploring innovative strategies used by Muslim students in developing technology-based religious education, analyzing the impact of their participation in shaping Islamic understanding for Generation Z, and designing a more adaptive, interactive, and engaging Islamic education model that aligns with the characteristics of digital natives in this generation.

B. METHOD

This study utilizes a quantitative research approach to collect numerically quantifiable data on the role of Muslim student learners in developing Islamic education for Generation Z. The research design aims to gain a clear and structured understanding of the perceptions, practices, and impact of Islamic education delivered by Muslim university students. This research design aims to gain a clear and structured understanding of the perceptions, practices, and impacts of Islamic education delivered by Muslim university students. This study used questionnaires as the main method to collect data from a sample of respondents.

This research was conducted in 2024. The research subjects consisted of Muslim university students who are actively involved in developing and delivering Islamic education to Generation Z. The inclusion criteria for the research subjects included Muslim university students who are actively involved in developing and delivering Islamic education to Generation Z. The inclusion criteria for research subjects included students with the criteria of (1) being Muslim; (2) being involved in Islamic education activities, either formally (through religious study programs) or informally (through religious organizations or volunteer activities); (3) willing to participate in the study and fill out the questionnaire.

Data in this study were collected using a questionnaire developed based on related literature and the research objectives. The questionnaire was designed to collect information on several aspects, including (1) college students' perceptions of the importance of Islamic education for Generation Z; (2) strategies and methods used in developing religious education; (3) evaluation of the effectiveness of Islamic education delivered; (3) supporting and inhibiting factors in carrying out the role as religious educators.

Using a quantitative approach and questionnaires as the main method, this study is expected to provide credible and accountable data on the role of Muslim students in developing Islamic education for Generation Z and provide a basis for recommendations for future Islamic education policies and practices.

In conducting this research, we used the questionnaire method, a data collection method that gave respondents a set of questions or written statements to answer. This method is a more efficient data collection when the researcher knows the variables to be measured and what to expect from the respondents. In addition, questionnaires are also suitable when the number of respondents is large enough and spread over a wide area. We use social media platforms like Telegram, WhatsApp, and Instagram to spread this questionnaire. Thirty-four (34) respondents with anonymous identities can be asked to contribute to filling out our questionnaire.

The data collected through the questionnaire will be analyzed using descriptive and inferential statistical approaches to answer the formulated research questions. The purpose of this data analysis is to find out more about the role of Muslim students in the development of Generation Z Islamic education and test the hypotheses proposed in this study.

C. RESULTS AND DISCUSSION

Result

The research results present the data collection using a questionnaire developed based on related literature and research objectives. The questions we provided for respondents were in the form of opinions and suggestions, including:

1. How can Muslim students utilize technology to spread religious messages? (answer type: choose one).



Figure 1. Graph of the first Questionnaire Question

With 70.6% of respondents choosing to create short video content on platforms like TikTok, 17.6% choosing to manage a blog or podcast about religious teachings, 5.9% choosing to use instant messaging apps to discuss with peers, 5.9% choosing to take online courses on religious understanding. Most respondents can use technology to spread religious messages by creating short video content on platforms such as TikTok.

2. The most effective method to attract Generation Z's interest in learning about religion is (type of answer: you can choose more than one)



Figure 2: Graph of the Second Questionnaire Question

With the 32.4% of respondents chose conventional lectures and lectures, 100% chose an interactive approach using social media and digital technology, and 14.7% chose to increase formal religious activities. The interactive approach of utilizing social media and digital technology is ranked first, meaning that respondents are more comfortable using social media to study religion. In the second place, respondents chose conventional lectures and lectures, meaning that respondents like the method of following lectures and lectures when they are conventional.

3. The most relevant religious topics or issues for generation z today are (answer type: choose one)

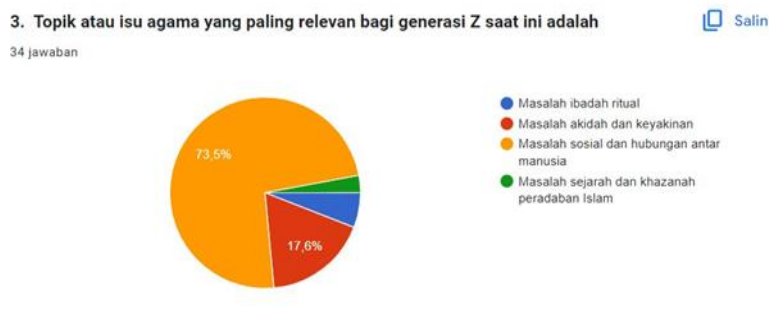


Figure 3. Graph of the Third Questionnaire

With the 73.5% of respondents choosing the topic of social problems and human relations, 17.6% choosing the issue of faith and belief, 5.9% choosing the issue of ritual worship. This means that many respondents chose the topic of social problems and human relations as the most relevant topic or issue for Gen Z today.

4. Muslim students play an important role in shaping gen z who are religious and practice religious values wisely (answer type: choose a score of 1-5 between agree and disagree).



Figure 4. Fourth Questionnaire Graph

Respondents rated 3 to 5 with an agreeing answer to the statement that Muslim students play an important role in shaping a religious gen z and practicing religious values wisely.

5. The role of social media and digital technology in disseminating Islamic education to gen z is (answer type: may choose more than one)

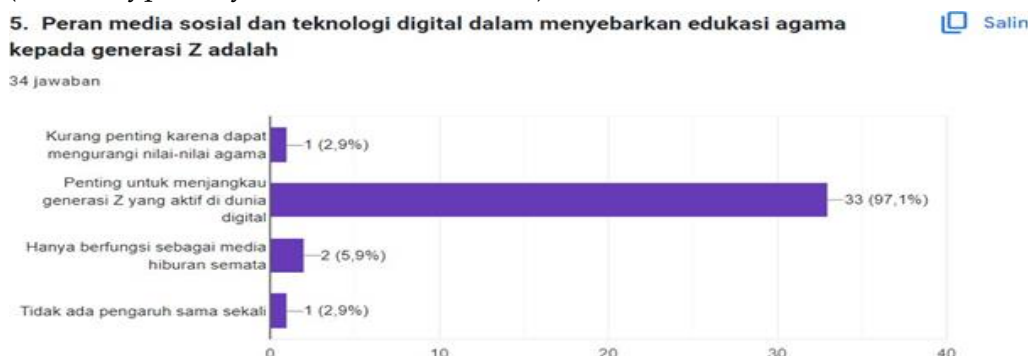


Figure 5. Fifth Questionnaire Graph

With the answer, 97.1% of respondents chose it important to reach Gen Z, who are active in the digital world; 5.9% chose to function only as entertainment media alone, and 2.9 chose it as less important because it can reduce religious values. This means that respondents know the role of social media and digital technology in spreading Islamic education to Gen Z because it is important to reach Gen Z, who are active in the digital world.

6. The following are not examples of programs or activities that Muslim students can do in developing Islamic education to gen z (answer type: choose one).

6. Berikut ini yang bukan merupakan contoh program atau kegiatan yang dapat dilakukan pelajar/mahasiswa Muslim dalam mengembangkan edukasi agama kepada generasi Z

34 jawaban



Figure 6: Graph of Question Six

With the answers, 44.1% of respondents visited schools or campuses, 38.2% required formal religious activities regularly, and 11.8% chose to hold religious seminars or workshops.

7. In order to develop Islamic education for Generation Z, Muslim students need to collaborate with (answer type: more than one option is allowed).

7. Dalam upaya mengembangkan edukasi agama kepada generasi Z, pelajar/mahasiswa Muslim perlu berkolaborasi dengan

34 jawaban

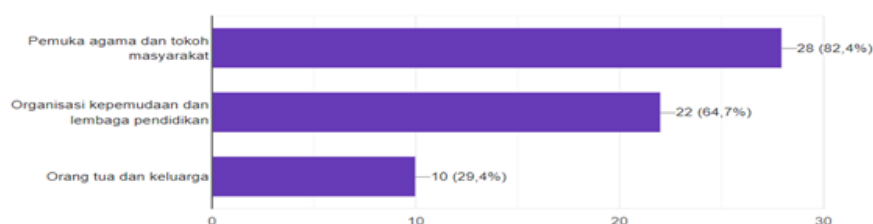


Figure 7. Seventh Questionnaire Graph

With the answers, 82.4% of respondents chose religious leaders and community leaders, 64.7% chose youth organizations and educational institutions, and 29.4% chose parents and family.

8. The role of educational institutions, such as schools and universities, in supporting the efforts of Muslim students is (answer type: choose one).

8. Peran lembaga pendidikan, seperti sekolah dan universitas, dalam mendukung upaya pelajar/mahasiswa Muslim adalah

34 jawaban



Figure 8. Graph of Question Eight

With the 88.2% of respondents chose to provide adequate facilities and resources, 8.8% chose to give full freedom without interference, and 2.9 chose to hinder and limit Islamic education activities.

9. Social media and digital technology are effective tools for delivering Islamic education to Generation Z (answer type: choose a score of 1-5 between agree and disagree).

9. Media sosial dan teknologi digital adalah alat yang efektif untuk menyampaikan edukasi agama kepada generasi Z

[Salin](#)

34 jawaban

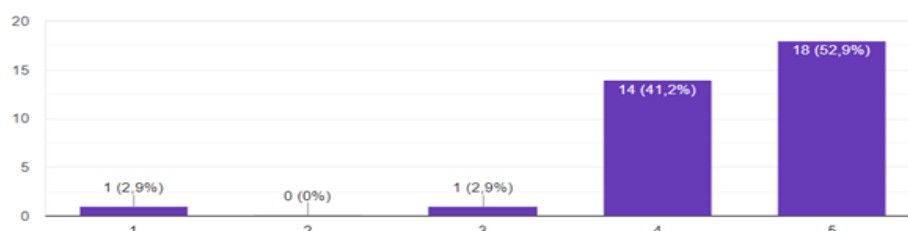


Figure 9: Ninth Questionnaire Graph

Respondents with a rating of 3 amounted to 2.9%, a rating of 4 amounted to 41.2%, and a rating of 5 amounted to 52.9%. Respondents rated 4 to 5 with agreeing answers to the statement that social media and digital technology are effective tools for delivering Islamic education to Generation Z.

10. The hopes and visions of Muslim students in shaping a more religious Generation Z are (type of answer: you can choose more than one).

10. Harapan dan visi pelajar/mahasiswa Muslim dalam membentuk generasi Z yang lebih religius adalah

[Salin](#)

34 jawaban

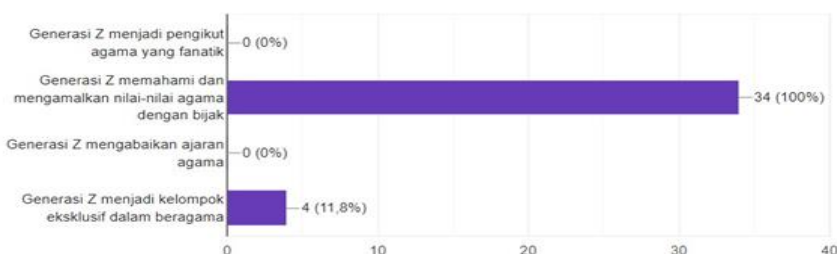


Figure 10: Tenth Questionnaire Graph

With the 100% of respondents choosing Generation Z to understand and practice religious values wisely, 11.8% chose Generation Z to be an exclusive group in religion.

11. The challenges faced in developing Islamic education for Generation Z in the future are (answer type: choose one).

11. Tantangan yang dihadapi dalam mengembangkan edukasi agama kepada generasi Z di masa depan adalah

[Salin](#)

34 jawaban



Figure 11: Graph of the Eleventh Questionnaire

With the 64.7% of respondents chose the lack of interest of the younger generation in religion, 26.5% chose the rapid development of technology, and 8.8% chose the lack of interest of the younger generation in religion.

12. How can Muslim students build interfaith dialogue with generation Z who have different beliefs (answer type: more than one option is allowed).



Figure 12. Twelfth Questionnaire Chart

With the 11.8% of respondents attending interfaith events and reading religious literature from various traditions, 82.4% chose to use an inclusive and respectful approach, 52.9% chose to hold open discussions about different beliefs, and 11.8 chose to read religious literature and various traditions.

Discussion

Our research also shows that Generation Z was born in 1995-2012, a digital generation with abundant information about Islam. Religious awareness motivates Gen-Z to be a good Muslim by studying Islam in various ways. Still, on the other hand, the actualization of piety is rigid and does not respect locality, indicating them as religious radicals. This research was conducted with a sample of Gen-Z aged 18-24 years (university students) and aims to prove the appreciation and actualization of wasathiyah Islam by Gen-Z or otherwise religious but radical.

In Islamic education, the emphasis is usually on instilling the character of avoiding bad rather than good. The effectiveness of character education does not always have to be achieved by improving a particular program. Still, it can happen by changing the culture and life of the surrounding environment (Molderez & Fonseca, 2018). This can be done by always following the development of education. The method used in character development also prioritizes technology because Generation Z is very comfortable with the global world and existing technological developments, one of which is to produce something that has technical elements but still maintains the ethics and character that should be owned.

In this case, the role of students in Islamic education for Generation Z is very important. Students can act as authors, collectors, and data analyzers who compile information about religion and become authors of relevant information that can be used in Islamic education (Peña-Ayala, 2014). Students can also be the deliverers of religious information through social media and digital technology. In addition, students can also assist in analyzing data obtained from case studies and become authors of case study reports covering the role of Generation Z in Islamic education (Pikhart & Botezat, 2021). Students can collect data from different sources, such as data obtained from Generation Z, parents, youth leaders, and religious leaders in the Surabaya neighborhood.

Spreading Islamic education to Generation Z through social media is an important and effective strategy (Elareshi et al., 2022). Generation Z depends on digital technology, which can keep them from important religious values (Ho et al., 2022). Therefore, it is necessary to take a thoughtful approach to mitigate the negative effects of digital technology on Generation Z, such as developing relevant and engaging religious content, using digital technology to circulate religious knowledge, and reducing reliance on digital entertainment. This shows that Generation Z has the potential to do religious learning through social media, such as YouTube, Facebook, Twitter, and Instagram.

The dissemination of Islamic education to Generation Z through religious applications is also necessary to circulate and clarify religious teachings to Generation Z. Existing religious apps can be a tool that is easily accepted by Generation Z, which uses a lot of digital techno-

logy in their daily lives. Religious apps can be useful tools and sources of information that are easily accessible and can be used practically. These apps can circulate religious knowledge through multimedia content, such as video, audio, and images, facilitating religious learning. In addition, Islamic education should also focus on student character building. Religious values should be applied in daily life, and religious apps can be a tool to encourage students to apply these values.

1. Effective Learning Strategies and Methods

The success of the learning process is largely determined by the strategies and methods educators use. The right learning strategies and methods will help students understand the material, develop skills, and achieve learning objectives optimally. Therefore, selecting effective learning strategies and methods is very important in education. One of the effective learning strategies is active learning (Davis et al., 2018). This strategy emphasizes the active involvement of students in the learning process. Educators act as facilitators who help learners construct their knowledge through interactive learning activities, such as discussions, presentations, group work, and learning projects.

Through this strategy, learners do not only receive information passively but are actively involved in exploring, analyzing, and applying the knowledge they gain. In addition to active learning strategies, a student-centered learning approach has proven effective (Baeten et al., 2013). In this approach, learners' needs, interests, and learning styles become the main focus in designing and implementing the learning process. Educators act as mentors who help learners develop independent learning, critical thinking, and problem-solving skills (Carvalho & Santos, 2022). This approach encourages learners to take responsibility for their learning process to become more motivated and actively involved.

Effective learning methods are diverse and tailored to the learning objectives, learners' characteristics, and context. Some learning methods that have been proven effective include (1) discussion method: This method involves learners in dialog and active exchange of ideas. Through discussion, learners can develop the ability to think critically, communicate, and work in groups. (2) project method: This method provides opportunities for learners to work independently or in groups on projects related to the learning topic. This method can improve learners' inquiry, problem-solving, and creativity skills; (3) problem-based learning exposes learners to real problems they must solve through investigation, analysis, and decision-making. This method can develop critical thinking, problem-solving, and collaboration skills; (4) cooperative learning involves small group learners working together to complete a specific task or project. This method can improve social skills, communication, and individual responsibility within the group; (5) varied lecture method: Although the lecture method is often considered a passive method when combined with interactive techniques such as question and answer, discussion, and the use of audio-visual media, it can be more effective in conveying important information and concepts.

In implementing effective learning strategies and methods, educators must also pay attention to several supporting factors, such as: (1) educators should be able to create a conducive, organized, and enjoyable learning environment for learners; (2) appropriate utilization of media and technology can help learners in understanding the material better and make the learning process more interesting and interactive; (3) educators should provide fair assessment and constructive feedback to learners to help them identify their strengths and weaknesses and improve their performance in the future.

Combining the right strategies, methods, and supporting factors will make learning more effective, meaningful, and enjoyable for learners. Educators should always strive to develop and adjust learning strategies and methods according to the needs and characteristics of learners so that they can achieve their best potential.

2. Utilizing Technology in Religious Education

The rapid development of technology has brought significant changes in various aspects of life, including in the world of religious education. Technology has offered new opportunities that can be utilized to increase the effectiveness and reach of religious education. By utilizing technology wisely and appropriately, religious educators can deliver learning materials in a way that is more engaging, interactive, and accessible to a wider audience.

One of the most common uses of technology in Islamic education is digital media, such as video, audio, and interactive multimedia (Abdulrahman et al., 2020). With engaging and quality video content, religious educators can present learning materials in a more lively and easily understood format. Videos can be used to explain religious concepts, tell exemplary stories, or demonstrate proper worship practices (Nickerson, 2023). In addition, audio recordings are also very useful for learning Quranic recitations, hadith, or religious lectures.

In addition to digital media, internet technology and social media play an important role in Islamic education in this digital era (Ihmeideh & Alkhawaldeh, 2017). Through websites, blogs, or social media platforms, religious educators can disseminate learning materials, hold online discussions, and interact with a wider and real-time audience. This is particularly helpful in reaching geographically dispersed audiences or having limited time to attend face-to-face learning.

Technology can also create a more immersive and interactive learning environment (Suh & Prophet, 2018). For example, religious educators can use augmented reality (AR) or virtual reality (VR) technology to create simulations or digital reconstructions of historical places in Islam, such as the Grand Mosque or the Prophet's Mosque. This can provide a more real and immersive learning experience for students. In addition, Islamic education apps are growing and offering a variety of interesting features (Khan & Shambour, 2018). These apps can contain learning materials, quizzes, educational games, or even features to calculate the prayer schedule or Qibla direction. With these apps, learners can study religion independently and adjust to their learning pace.

However, it is important to remember that utilizing technology in Islamic education is not just about applying it but also considering the pedagogical aspects and values of religious teachings. Religious educators must ensure that the learning content and methods used align with the principles of Islamic teachings and do not contradict the values of faith and noble character. In addition, religious educators must also have the skills to use technology effectively and wisely (Ashman et al., 2014). They must be provided with training and mentoring to use technology in learning. Educators must also be able to select and use technology that suits the needs and characteristics of students and ensure that the technology is used as a supporting tool that enriches the learning experience, not as a substitute for the main direct interaction between educators and students.

By utilizing technology wisely and appropriately, Islamic education can become more engaging, effective, and accessible to a wider audience. However, religious educators must also balance technology and direct interaction and always prioritize the values of religious teachings in every learning method.

3. Challenges and Solutions in Developing Islamic Education for Gen Z

Generation Z, the Internet generation or alpha generation, was born in the era of advanced digital technology and connected to the Internet. This generation grew up with extensive access to information and has different characteristics from previous generations. Several challenges must be faced in developing Islamic education for Gen Z, but some opportunities and solutions can be utilized to address these challenges.

The first challenge is competition with other sources of information that are more attractive to Gen Z, such as social media, online games, and other digital entertainment. Islamic education must compete with these information and entertainment sources to attract Gen Z's attention and interest.

The second challenge faced in Islamic education for Gen Z is the change in learning styles and ways of consuming information. Gen Z tend to have shorter attention spans and prefer information presented in an engaging, visual, and interactive way. They are also more accustomed to an independent and self-centered learning style. This differs from conventional learning styles that rely more on lectures and memorization.

The third challenge is the different perspectives and values that Gen Z embraces. This generation grew up in a very different era from previous generations, where they are more open to diversity, tolerance, and social issues such as gender equality, human rights, and the environment. Islamic education must present religious teachings in a relevant and acceptable way to Gen Z without compromising religion's essence and core values.

Despite these challenges, some opportunities and solutions can be utilized in developing Islamic education for Gen Z. The first solution is to make maximum use of digital technology. Gen Z is very familiar with technology and digital platforms, so Islamic education must be in the digital realm. This can be done by creating interesting and interactive Islamic education content through videos, apps, educational games, or online learning platforms.

The second solution is to adopt a learning style that suits the characteristics of Gen Z. Learning methods that are learner-centered, interactive, and involve discussion. Collaboration will be more effective than one-way lecture methods. Religious educators can also use more visual learning approaches like infographics, animated videos, or engaging multimedia presentations.

The third solution is to present Islamic education in a way that is contextual and relevant to Gen Z's lives. Religious educators should be able to connect religious teachings with contemporary issues close to Gen Z's lives, such as social, environmental, or technological issues. Thus, Islamic education is not only seen as something rigid and outdated but becomes a relevant and useful guide for their daily lives.

The fourth solution is actively involving Gen Z in the Islamic education process. Religious educators can invite Gen Z to participate in interesting religious activities that match their interests, such as social projects, environmental campaigns, or religious events that are packaged in a more modern and interactive style. By involving Gen Z directly, they will feel more connected and interested in learning about religion.

The challenges in developing Islamic education for Gen Z are not easy, but by utilizing the right solutions, these challenges can be faced well. Religious educators must be adaptive and open to change and continue to innovate in presenting Islamic education relevant to Gen Z's needs and characteristics.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The findings of this study provide a deeper understanding of how Muslim students play a role in developing Islamic education for Generation Z. By analyzing the strategies they use, such as leveraging digital media, religious communities, and interactive learning methods, this research can serve as a foundation for Islamic educational institutions to design more effective and relevant programs tailored to the needs of Gen Z. Furthermore, this study highlights the importance of integrating technology into Islamic education, encouraging educational institutions to adopt digital approaches such as e-learning, gamification, and artificial intelligence (AI)-based platforms to enhance the effectiveness of religious learning. Governments, Islamic organizations, and academic communities can also utilize these findings to develop more innovative and digitally-oriented educational policies.

2. Research Contribution

This study contributes to understanding the role of Muslim students in the development of Islamic education for Generation Z. The novelty of this research lies in exploring how

Muslim students, as agents of change, can contribute to disseminating and strengthening Islamic education that aligns with the characteristics and needs of Generation Z. Unlike previous studies that primarily focused on the role of formal educators in Islamic education; this research highlights how students can utilize digital technology, social media, and creative approaches to convey Islamic values more interactively and engagingly for Generation Z. Additionally, this study examines the challenges and opportunities faced by students in fulfilling this role and provides strategic recommendations to enhance their effectiveness in contributing to Islamic education in the modern era. Thus, this research enriches the literature on Islamic education with a more dynamic perspective and offers new insights into how young Muslim generations can become key drivers in developing innovative and contemporary Islamic education.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research can further explore the specific impact of the role of Muslim students in shaping Generation Z's religious understanding, particularly within the continuously evolving digital culture. Further studies can also examine the effectiveness of various digital platforms, such as social media, podcasts, gamification, and artificial intelligence (AI), in enhancing religious literacy among Gen Z.

Additionally, future research can investigate how collaborative strategies between students, Islamic educational institutions, and religious organizations can strengthen Islamic education globally. Comparative studies across different countries or Muslim communities can also provide broader insights into best practices for supporting Islamic education for this generation of digital natives.

F. CONCLUSION

The questionnaire method was the most efficient method for collecting data for this study. It allowed us to focus more on the variables to be measured and obtain data from many college students, allowing for a wide range of opinions and recommendations. Through this research, we found that Muslim students can use technology to spread religious messages. Technology allows students to collaborate and share information about religion more widely and effectively. Thus, Islamic education is expected to be more accessible and understandable to people worldwide.

Muslim students play a crucial role in developing Islamic education for Generation Z, particularly through digital technology, religious communities, and interactive learning methods. As digital natives, Gen Z tends to access religious information through social media, e-learning platforms, podcasts, and other technology-based content. Therefore, Muslim students serve as agents of change in promoting religious literacy through more innovative approaches that align with the characteristics of this generation.

Furthermore, this study found that despite numerous initiatives in digital da'wah, challenges remain in developing an Islamic education model that is more adaptive to modern technological advancements such as artificial intelligence (AI), augmented reality (AR), and gamification. A more systematic and collaborative approach among students, Islamic educational institutions, and religious organizations is needed to ensure that Islamic education progresses academically and remains deeply rooted in authentic Islamic values.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors provided critical feedback and helped shape the research, analysis and manuscript. EK: Conceptualization, Research framework & Writing - Original Draft. IS: Conceptualization & Methodology. AP: Conceptualization & writing. CY: Writing - Review & Editing. ACR: Writing - Review & Editing.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest financial, professional, or personal that could have influenced the results or interpretation of this research.

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