

The Role of Islamic Religious Education in Addressing Generation Z's Moral Crisis in the Global Era

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Abstract

Background - Digital globalization has had a significant impact on the lives of Generation Z, both positively and negatively. One concerning effect is the emergence of a moral crisis characterized by moral degradation, weakening social ethics, an identity crisis, and low self-control in dealing with the rapid flow of information and global culture.

Purpose - This study aims to examine the forms of moral crisis experienced by Generation Z, analyze the role of Islamic religious education in shaping moral values and character, and identify effective educational strategies to address the moral crisis amid globalizations.

Method/approach - This study employs a literature review method by analyzing various scientific journal articles, academic books, and other relevant scholarly sources related to Islamic religious education, Generation Z morality, and globalization challenges. The data were analyzed using a descriptive-qualitative approach through systematic and narrative synthesis of previous research findings.

Findings - The findings indicate that Islamic religious education plays a strategic role as a moral safeguard through the internalization of faith values, the cultivation of noble character, the strengthening of social and digital ethics, and the reinforcement of Generation Z's religious identity. Furthermore, contextual learning strategies, exemplary educators, the positive use of digital media, curriculum strengthening, and continuous moral guidance have proven effective in addressing the moral crisis.

Conclusions - This study confirms that strengthening adaptive and integrative Islamic religious education is an urgent necessity in shaping a morally grounded and well-characterized Generation Z that is prepared to face the challenges of globalization.

Novelty/Originality/Value - The novelty of this study lies in integrating Islamic religious education with contextual and adaptive approaches to the digital era as a strategic solution to overcome the moral crisis among Generation Z.

Keywords: Islamic Religious Education, Moral Crisis, Generation Z.

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INTRODUCTION

Globalization is an inseparable phenomenon from modern society, especially with the rapid development of digital technology and social media. Generation Z, born and raised in a digital ecosystem, is the group most intensely interacting with this current of globalization. Rapid and unlimited access to information has had a significant impact on the mindset, attitudes, and behavior of the younger generation. Various studies show that digital globalization not only provides opportunities for self-development but also triggers a moral crisis characterized by a decline in social ethics, a weakening of religious values, and an increase in permissive behavior among adolescents and the younger generation (Mailawati, 2025).

Generation Z's moral crisis is becoming increasingly apparent with the dominance of global popular culture disseminated through social media and digital platforms. Instant entertainment and lifestyle content, as well as global public figures, are often the primary references in shaping self-identity, while religious values tend to be marginalized. This situation has led to an identity crisis, particularly among Muslim youth, characterized by confusion in determining life's value orientations and a weakening commitment to religious teachings (Bagaskara et al., 2025). Even in formal educational settings, the influence of social media such as TikTok contributes to digital distractions that have an impact on the moral degradation of students (Fauzianor et al., 2025).

In facing this phenomenon, Islamic religious education plays a strategic role as a primary instrument in fostering the morals and character of Generation Z. Islamic religious education serves not only as a means of transferring religious knowledge but also as a process of internalizing the values of faith, morals, and spirituality in everyday life. Various studies confirm that religious education, implemented consistently and contextually, can serve as a moral bulwark for the younger generation in facing the negative influences of globalization (Syabrina et al., 2025).

However, the effectiveness of Islamic religious education depends heavily on its learning approach and strategies. Normative and textual models of Islamic religious education tend to be less able to address the moral challenges of the digital globalization era. Therefore, innovation in teaching is needed, both through strengthening the role of teachers in developing adaptive curricula and integrating religious values with the realities of digital life. Studies show that innovations in teaching Islamic faith, such as redesigning the Islamic Religious Education curriculum, and religious guidance and counseling, have significantly contributed to improving the moral resilience of Generation Z (Lailasari, 2025).

Furthermore, the internal and continuous implementation of Islamic religious education values has been proven to be able to suppress moral decadence and shape the religious character of Generation Z. Internalization of Islamic values through formal and non-formal education plays an important role in fostering spiritual awareness, social responsibility, and a critical attitude towards the influence of global culture that is not in line with religious teachings (Imtihana et al., 2025). Thus, Islamic religious education not only functions as moral control, but also as a means of strengthening the identity of the younger generation in the midst of the current of globalization.

Based on this description, it can be emphasized that the role of Islamic religious education in countering the moral crisis facing Generation Z amidst globalization is a highly urgent and relevant issue that deserves in-depth study. Religious education needs to be positioned as a strategic element within the national education system, not merely a supplement, to produce a generation that is not only intellectually superior but also morally and spiritually strong. This is in line with the view of Suhernawati & Chanifudin, (2025) that quality and adaptive religious

education is the main foundation in building a generation with character in the era of globalization.

Despite the growing number of studies discussing Generation Z, globalization, and moral education, most previous research tends to examine these issues separately, focusing either on the impact of digital globalization or the general role of religious education. Therefore, this study offers a significant contribution by specifically analyzing the strategic role of Islamic religious education in addressing the moral crisis of Generation Z within the context of digital globalization. The novelty of this study lies in its integrative perspective, which connects moral degradation, digital culture, identity formation, and Islamic educational values within a single analytical framework. In addition, this study emphasizes the importance of adaptive and contextual Islamic religious education approaches that are aligned with the characteristics of Generation Z, particularly through the integration of digital media, moral mentoring, and value internalization in both formal and non-formal educational settings. Thus, this study not only enriches the discourse on Islamic religious education and morality in the globalization era but also provides conceptual insights for developing more relevant educational strategies to strengthen the moral and spiritual resilience of the younger generation.

METHODS

The literature search was conducted systematically using several keywords, such as *“Islamic religious education,” “moral crisis,” “Generation Z,” “digital globalization,”* and *“character education.”* The inclusion criteria for the selected literature were: (1) publications within the range of 2019–2025, (2) relevance to the research topic, (3) clear research methodology, and (4) publication in reputable scientific sources. Based on these criteria, a total of 25 articles were selected and reviewed in this study.

The data collection process involved identifying, screening, and classifying the selected literature. Furthermore, each article was critically examined to extract key concepts, particularly regarding forms of moral crisis, the role of Islamic religious education, and strategies to address globalization challenges.

The data were analyzed using a descriptive-qualitative approach through a systematic process of coding and thematic analysis. In the initial stage, important information from each source was coded into several categories, such as (1) forms of moral crisis, (2) educational values and approaches, and (3) educational strategies. These codes were then grouped into broader themes to identify patterns, similarities, and differences among the findings of previous studies.

Finally, the synthesized results were organized narratively and systematically to produce conceptual conclusions. This process aimed to strengthen the theoretical framework and provide relevant recommendations for the development of adaptive and integrative Islamic religious education in responding to the demands of the global era (Fatimah & Bramastia, 2021; Cahyono et al., 2019).

RESULTS AND DISCUSSION

The Forms of Moral Crisis Experienced by Generation Z as a Impact of Globalization

The moral crisis experienced by Generation Z is a complex phenomenon inextricably linked to the strong influence of globalization, particularly digital globalization. Various studies have shown that advances in information and communication technology have brought significant changes to the mindsets, attitudes, and behaviors of the younger generation. Maesak et al., (2025)

explain that exposure to global values through social media and the internet is often not accompanied by adequate moral filtering, leading Generation Z to adopt instant, hedonistic, and permissive lifestyles. This condition has resulted in a decreased sensitivity to religious and social norms, such as a weakened sense of responsibility, discipline, and empathy in daily life.

One prominent form of moral crisis is the degradation of morals and social behavior. Mailawati (2025) revealed that adolescents and Generation Z are increasingly exhibiting deviant behavior, such as swearing, disrespecting parents and teachers, and a lack of ethical behavior in interactions, both in the real world and in the digital space. Arista et al., (2024) found a similar finding among university students, where globalization encourages individualistic and materialistic attitudes that weaken the values of togetherness, social concern, and moral responsibility as part of the academic community.

Furthermore, digital-based moral decadence is the most dominant form of crisis. Imtihana et al., (2025) emphasized that Generation Z lives in a digital environment filled with negative content, such as pornography, hate speech, and a culture of showing off (flexing), slowly shaping mindsets and behaviors that deviate from Islamic values. Lailasari, (2025) added that a weak understanding of the faith makes some Generation Z susceptible to crises of faith, doubting religious teachings, and prioritizing popularity and social validation in digital media over spiritual values.

Other forms of moral crisis include identity crises and value confusion. Bagaskara et al., (2025) explained that globalization brings with it various ideologies, lifestyles, and foreign cultures that often conflict with Islamic values. As a result, Generation Z Muslim youth experience an identity dilemma, struggling to balance their Islamic identity with the demands of global modernity. This situation is exacerbated by the lack of in-depth internalization of Islamic values in their education (Arminah & Romelah, 2025).

Generation Z's moral crisis is also evident in their declining self-control and social media ethics. Research by Fauzianor et al., (2025) shows that the dominance of platforms like TikTok leads to high levels of distraction, device addiction, and a tendency to imitate viral behavior without considering moral and religious values. Saefudin, (2025) asserts that social media often becomes a value-free space, making it easy for students to engage in unethical behavior, such as online bullying, the spread of hoaxes, and negative content.

Therefore, the various forms of Generation Z's moral crisis, ranging from moral degradation and digital moral decadence to identity crises and weak social ethics, are tangible impacts of globalization unbalanced by the strengthening of religious values. Findings from these journals confirm that the moral crisis is not merely an individual issue, but a structural problem related to the education system, social environment, and digital culture. Therefore, Islamic Religious Education is seen as a strategic instrument to fortify Generation Z so that they are able to filter the influence of globalization and build a strong moral character, faith and noble character.

The Role of Islamic Religious Education in Shaping the Moral Values and Character of Generation Z Amidst the Influence of Globalization

Islamic religious education plays a highly strategic role in shaping the moral values and character of Generation Z amidst the strong influence of globalization. Various studies show that globalization not only brings advances in science and technology but also presents serious challenges in the form of shifting values, materialistic lifestyles, and weakened moral control. In this context, religious education serves as the primary foundation, instilling spiritual, ethical, and moral values so that Generation Z can respond wisely to global change. Maesak et al., (2025) emphasize that Islamic religious education acts as a value filter, helping students distinguish

between global influences that align with religious teachings and those that conflict with moral values.

The role of Islamic religious education in the moral formation of Generation Z is evident through the internalization of values of faith and piety. Lailasari, (2025) explains that strengthening faith through contextual religious learning can build students' spiritual awareness, providing them with a solid foundation for values in the face of the global flow of information. Strong faith encourages Generation Z to exercise self-control, responsibility, and an awareness of the moral consequences of every action, both in the real world and in digital space. Furthermore, Islamic religious education plays a crucial role in the formation of morals and social character. Mailawati, (2025) states that religious education is not only oriented towards the transfer of knowledge but also towards cultivating commendable attitudes and behaviors, such as honesty, discipline, tolerance, and social concern. Arista et al., (2024) add that in higher education, Islamic religious education can balance intellectual intelligence with moral intelligence, so that Generation Z students do not fall into the trap of individualistic and pragmatic attitudes often triggered by global culture.

Amid the dominance of social media and digital culture, Islamic religious education also serves as a moral bulwark in facing the challenges of the digital era. Syabrina et al., (2025) emphasize that Islamic education can guide Generation Z in using technology ethically and responsibly. By instilling the values of media etiquette, students are guided to avoid negative behaviors such as online bullying, the spread of hoaxes, and the consumption of content that conflicts with religious values. The findings of Fauzianor et al., (2025) reinforce this by demonstrating the crucial role of Islamic Religious Education teachers in providing role models and moral guidance amidst high levels of digital distraction.

Islamic religious education also contributes to overcoming the identity crisis and value confusion experienced by Generation Z. Bagaskara et al., (2025) explain that appropriate Islamic education strategies can help Muslim adolescents build a self-identity that balances Islamic values and the demands of globalization. Arminah & Romelah, (2025) emphasize that consistent internalization of Islamic values in the educational process can shape the character of Generation Z, who are self-confident, principled, and resistant to global culture that conflicts with religious teachings. Religious education plays a role in strengthening character through learning innovation. Nisa & Nisrina, (2025) emphasize that developing Islamic Religious Education strategies and curricula relevant to Generation Z's character, such as contextual, dialogical, and digital-based approaches, can increase the effectiveness of instilling moral values. Religious education that adapts to current developments will be more easily accepted by Generation Z without losing the substance of Islamic values.

Overall, various studies show that religious education plays a central role in shaping the moral values and character of Generation Z amidst the influence of globalization. Through strengthening faith, cultivating noble morals, fostering digital ethics, and developing a strong Islamic identity, religious education can be a strategic tool in producing Generation Z who are not only intellectually intelligent but also morally and spiritually mature. Thus, religious education is a fundamental need in developing a generation with strong character and capable of facing global challenges based on religious values.

Islamic Religious Education Strategies Considered Effective in Countering the Moral Crisis of Generation Z

Strategies in Islamic religious education deemed effective in countering the moral crisis of Generation Z need to be developed adaptively and contextually, in accordance with the

characteristics of a generation living amidst globalization and the dominance of digital technology. Various studies confirm that a normative and one-way approach to Islamic religious education is no longer adequate. Maesak et al., (2025) emphasize that religious education must be directed at developing moral and spiritual awareness through dialogical, reflective learning strategies that are relevant to the realities of Generation Z's lives, particularly in facing moral challenges in the digital age.

One key strategy is strengthening the internalization of Islamic values through contextual learning. Imtihana et al., (2025) explain that instilling moral values will be more effective if Islamic religious education material is linked to real-life phenomena faced by students, such as promiscuity, digital culture, and social media ethics. With a contextual approach, students not only understand religious teachings theoretically but also are able to apply them in their daily lives. This strategy is reinforced by who assert that problem-solving-based Islamic Religious Education (PAI) learning can foster moral awareness and the ability to make decisions based on religious values. The next strategy is exemplary behavior and the active role of religious educators. Mailawati, (2025) and Saefudin, (2025) state that religious education teachers play a central role as moral role models for Generation Z. Exemplary attitudes, behavior, and ethics in daily life are the most effective learning tools for shaping students' character. Fauzianor et al., (2025) add that amid the dominance of social media and digital platforms, Islamic Religious Education (PAI) teachers need to be present as moral guides capable of guiding the wise and responsible use of technology.

The positive use of digital media and technology is also an important strategy in religious education. Lailasari, (2025) emphasized that innovative teaching of faith and moral values through creative and interactive digital media can increase Generation Z's interest in learning. Syabrina et al., (2025) stated that religious education utilizing social media, educational videos, and digital platforms in a targeted manner can serve as a moral bulwark and an effective means of preaching. With this strategy, religious education is not perceived as rigid material, but rather as learning that is close to the world of Generation Z.

Furthermore, strengthening the curriculum and school culture based on religious values is an equally important strategy. Syabrina et al., (2025) emphasized the need for an integrative redesign of the Islamic Religious Education curriculum between cognitive, affective, and psychomotor aspects so that religious education does not stop at the realm of knowledge alone. Arminah & Romelah, (2025) added that the internalization of Islamic values must be supported by a religious school culture, such as the habituation of worship, mutual respect, and the upholding of social ethics. A conducive educational environment will strengthen the effectiveness of religious education in shaping the character of Generation Z.

Another strategy is a continuous moral guidance and mentoring approach. Amir et al., (2025) explain that Islamic guidance and counseling play a crucial role in helping Generation Z navigate moral and psychosocial challenges in the digital age. Persuasive and humanistic mentoring allows students to feel heard and guided, allowing religious values to be more deeply ingrained. Bagaskara et al., (2025) also emphasize that religious education mentoring oriented toward strengthening Islamic identity can prevent identity crises and value confusion in Muslim adolescents. Therefore, effective religious education strategies for countering Generation Z's moral crisis include contextual learning, educator role models, positive use of digital media, strengthening the curriculum and school culture, and ongoing moral guidance. Various studies have shown that these strategies can make religious education not only a means of transferring knowledge but also a process of shaping the character and personality of Generation Z, who are faithful, have noble morals, and are ready to face the challenges of globalization.

CONCLUSION

This study concludes that Generation Z is experiencing a multidimensional moral crisis driven by the rapid development of digital globalization, which is reflected in moral degradation, weakened social and digital ethics, identity confusion, and low self-control. In this context, Islamic religious education plays a strategic role as a moral foundation by internalizing faith-based values, fostering noble character, strengthening ethical awareness, and reinforcing religious identity among young people. The findings further indicate that the effectiveness of Islamic religious education depends on adaptive and contextual educational strategies, including the presence of exemplary educators, the constructive integration of digital media, curriculum strengthening, and continuous moral guidance. Therefore, educators, schools, and policymakers are encouraged to develop integrative and relevant approaches that are aligned with the characteristics of Generation Z and the challenges of the digital era. In addition, this study recommends future empirical research, particularly in schools and higher education institutions, to examine the effectiveness of specific Islamic religious education models and strategies in addressing the moral crisis of Generation Z within real educational contexts.

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