

From Screen to the Qur'an: Efforts to Reclaim Generation Z through Islamic Education and Moral Development in Indonesian Educational Institutions

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Abstract. The expansion of digital culture has dramatically transformed the behavior, values, and moral orientation of Generation Z. Their deep engagement with technology and social media has created a significant gap between the principles of Islamic teachings and the realities of modern youth life. This condition raises serious concerns about the weakening of spiritual identity and ethical awareness among students in Indonesia. This study aims to analyze how Islamic Religious Education (PAI) contributes to the reconstruction of moral and spiritual values among Generation Z students in the digital era. The research was conducted at SMA Negeri 1 Bagan Sinembah using a qualitative descriptive approach. Data were collected through interviews, classroom observations, and documentation involving Islamic Education teachers and students. Data analysis was carried out through reduction, display, and conclusion drawing, with triangulation used to ensure the credibility of findings. The results reveal that the integration of digital awareness and Qur'anic values within PAI fosters character formation and strengthens moral reasoning among students. Islamic education serves not only as a medium of religious transmission but also as a platform for cultivating critical thinking, empathy, and social responsibility in a hyper-connected generation. Furthermore, the study highlights a shift toward a transformative model of Islamic education that emphasizes contextual, student-centered, and value-based learning, ensuring that PAI remains relevant amid rapid technological change. These findings provide valuable insights for educators and policymakers in developing adaptive curricula that harmonize faith and technology to nurture a generation that is morally upright, intellectually reflective, and spiritually resilient.

Keywords: Islamic education, Generation Z, moral development, Qur'an, digital culture, transformative learning.

Abstrak. Perkembangan budaya digital telah secara drastis mengubah perilaku, nilai-nilai, dan orientasi moral Generasi Z. Keterlibatan mereka yang sangat intens dengan teknologi dan media sosial telah menciptakan kesenjangan yang signifikan antara prinsip-prinsip ajaran Islam dan realitas kehidupan remaja modern. Kondisi ini menimbulkan kekhawatiran serius terhadap melemahnya identitas spiritual dan kesadaran etis di kalangan peserta didik di Indonesia. Penelitian ini bertujuan untuk menganalisis bagaimana Pendidikan Agama Islam (PAI) berkontribusi dalam rekonstruksi nilai-nilai moral dan spiritual peserta didik Generasi Z di era digital. Penelitian dilaksanakan di SMA Negeri 1 Bagan Sinembah dengan menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui wawancara, observasi pembelajaran di kelas, dan dokumentasi yang melibatkan guru PAI serta peserta didik. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi digunakan untuk menjamin kredibilitas temuan. Hasil penelitian menunjukkan bahwa integrasi kesadaran digital dan nilai-nilai Al-Qur'an dalam pembelajaran PAI mampu mendorong pembentukan karakter serta memperkuat penalaran moral peserta didik. Pendidikan Islam tidak hanya berfungsi sebagai sarana transmisi ajaran agama, tetapi juga sebagai wadah untuk menumbuhkan kemampuan berpikir kritis, empati, dan tanggung jawab sosial pada generasi yang hidup dalam konektivitas tinggi. Selain itu, penelitian ini menegaskan adanya pergeseran menuju model pendidikan Islam yang bersifat transformatif, dengan penekanan pada pembelajaran kontekstual, berpusat pada peserta didik, dan berbasis nilai, sehingga PAI tetap relevan di tengah pesatnya perkembangan teknologi. Temuan ini memberikan kontribusi penting bagi pendidik dan pembuat kebijakan dalam merancang kurikulum adaptif yang mampu menyelaraskan iman dan teknologi guna membentuk generasi yang berakhlak mulia, reflektif secara intelektual, dan tangguh secara spiritual.

Kata kunci: Pendidikan Islam, Generasi Z, perkembangan moral, Al-Qur'an, budaya digital, pembelajaran transformatif.

INTRODUCTION

The progress of digital technology and communication has changed the pattern of human life in many aspects. Generation Z, who were born after 1997, have grown up surrounded by digital devices, social media, and online learning platforms that shape their way of thinking and behaving (Deepa K C & Aiswarya Shelby, 2024). This generation lives in an environment where digital interaction dominates daily activities and blurs the boundaries between the real and virtual worlds (Noor Halimatusyakdia et al., 2024).

Technology provides many benefits such as quick access to information, innovation in education, and easier communication across regions (Petrova & Pervukhina, 2022). However, behind these benefits lies a serious challenge related to moral and spiritual development. The vast amount of unfiltered information on digital platforms often exposes students to harmful content, misinformation, and ideologies that contradict Islamic values. Many students begin to experience moral confusion, decreased empathy, and weak religious awareness as they become more attached to the digital world.

In the context of education in Indonesia, especially at SMAN 1 Bagan Sinembah, these issues are clearly seen in students' daily behavior. Some show a lack of discipline, respect, and honesty, while others tend to prioritize personal pleasure over social and religious responsibilities. These problems reflect the growing influence of hedonism, individualism, and materialism among Generation Z (Palupi, 2020; Rais et al., 2018; Tirtoni, 2022). Such tendencies threaten the cultural and spiritual values that have long been the foundation of moral life in Indonesian society.

Education, particularly Islamic Religious Education (PAI), becomes an important means to restore moral awareness and spiritual sensitivity. PAI is responsible for developing students who are spiritually strong, morally upright, and socially responsible (Somad, 2021). Through Islamic education, students are expected to grow with values of honesty, humility, empathy, discipline, and faith (Noor Halimatusyakdia et al., 2024). These values are needed to help Generation Z face the challenges of modern life while maintaining their commitment to the teachings of the Qur'an.

This study was conducted at SMAN 1 Bagan Sinembah to examine how Islamic Religious Education can strengthen the moral and spiritual character of Generation Z. The research also explores the challenges faced by teachers in implementing Islamic education in the digital era and identifies strategies to make learning more relevant to students' daily realities. The aim is to bring students closer to the Qur'an and to encourage them to apply Islamic values in real life through moral education and active learning that integrates technology wisely.

The growing prevalence of psychological challenges, existential uncertainty, and social isolation among adolescents highlights the importance of spiritual intelligence as a vital foundation

for resilience, emotional balance, and meaning-making in life (Arif, 2019; Harahap et al., 2023). Islamic Religious Education (PAI) plays a crucial role in fostering moral integrity and psychological stability in students. However, the implementation of PAI still faces many obstacles. One major issue lies in the reliance on traditional, lecture-based methods that fail to capture the interest of digital-native learners. Many students consider these methods monotonous and less engaging compared to the visually rich and interactive materials they access through digital media (Rahmawati et al., 2023).

Another limitation is the minimal integration of technology in PAI instruction. Although students actively use digital platforms in daily life, many classrooms still lack the use of multimedia, online resources, or interactive applications that could enhance learning relevance (Amrullah et al., 2024). Moreover, students often encounter fragmented or contradictory interpretations of Islamic teachings, which may lead to confusion or indifference (Guessoum, 2018). This situation becomes more concerning in the digital era, where misinformation about religion is easily spread and difficult to filter. Therefore, it is essential to bridge the gap between formal religious education and the real-life digital experiences of students.

Recent studies reaffirm the pivotal role of PAI in shaping students' moral and spiritual character (Mutholingah & Qomarudin, 2022). Yet, research focusing on Generation Z's perception and internalization of Islamic values in the context of a digitalized, morally diverse society remains limited (Nafsaka et al., 2023).

This study seeks to strengthen the understanding of the implementation of Islamic Religious Education (PAI) through a qualitative case study conducted at SMAN 1 Bagan Sinembah. Data were collected through interviews, classroom observations, and document analysis to explore how PAI can effectively address the spiritual and moral formation of Generation Z students. The research focuses on how Islamic education adapts to the cultural and technological challenges faced by young learners who are deeply immersed in digital environments.

This investigation contributes to the broader discussion of Islamic education in Indonesia by offering context-specific insights into the moral and character development of students in a modern educational setting. The findings are expected to assist educators, policymakers, and religious leaders in formulating strategies that make Islamic learning more relevant and transformative for the digital generation. The study emphasizes that effective moral development requires integrating classical Islamic teachings with creative, technology-supported pedagogical approaches.

Through this framework, PAI can become not only a subject of religious instruction but also a holistic medium for nurturing disciplined, reflective, and ethically conscious individuals. The outcomes of this research are expected to inspire educational institutions to design learning

environments that cultivate faith, empathy, and social responsibility among students. Ultimately, this study aims to reconnect Generation Z with the spiritual values of the Qur'an while preparing them to live meaningfully and responsibly in the digital era.

METHOD

This study employs a qualitative research design using a case study framework conducted at SMAN 1 Bagan Sinembah (Miles et al., 2014; Sugiyono, 2008). The school was selected due to its structured integration of Islamic Religious Education (PAI) into the curriculum and its active role in nurturing the moral and spiritual development of Generation Z students (Khusairi, 2024). The participants in this study consisted of PAI teachers and students directly involved in the PAI learning process. They were chosen purposively based on their direct engagement in classroom activities that illustrate the practice of Islamic character building (Mardiana & Anggraini, 2019).

The data were collected through in-depth interviews, classroom observation, and document analysis, aiming to obtain comprehensive and contextual insights. Semi-structured interviews were carried out with PAI teachers and selected students to explore their perceptions, experiences, and reflections on the role of PAI in instilling Islamic values such as honesty, discipline, responsibility, and spirituality (Creswell, 2015; Iswadi et al., 2024). The interviews revealed strategies used by teachers to foster Islamic ethics and how students internalize these teachings amid digital distractions (Susanti et al., 2024).

Observational methods were applied to analyze classroom dynamics, teaching approaches, student participation, and the manifestation of moral values during PAI lessons (Roberson et al., 2021). This provided insight into the implementation of moral instruction in daily learning contexts and the challenges faced by educators in maintaining students' focus on spiritual values (Sapiudin & Ika, 2024). Document analysis was used to review lesson plans, syllabi, school regulations, and student reflections as supplementary data that validate findings from interviews and observations (Fitriyani et al., 2023).

Data analysis followed the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The data were systematically organized to highlight emerging themes related to PAI implementation, the formation of moral identity, and pedagogical adaptation in the digital age (Zulkarnain et al., 2024; Sekretuni & Isriyah, 2024). Triangulation across data sources and member checking were used to ensure the validity and reliability of findings (Elihami & Melbourne, 2022). This rigorous process aims to deepen the understanding of how Islamic Religious Education contributes to shaping the moral integrity and spiritual consciousness of Generation Z students at SMAN 1 Bagan Sinembah.

RESULT AND DISCUSSION

Cultural and Digital Shifts among Generation Z

The study reveals that Generation Z in Indonesia lives at the intersection of rapid digitalization and shifting moral paradigms. Most students engage with online platforms more frequently than traditional religious activities, resulting in a fragmented understanding of Islamic ethics. This aligns with recent studies asserting that the digital environment influences not only cognitive habits but also spiritual awareness (Arroisi et al., 2023). Consequently, Islamic Religious Education (PAI) must recognize the dual reality faced by students being digitally literate yet spiritually distant. The “screen culture” fosters instant gratification and minimal reflection, contrasting sharply with Qur’anic principles that emphasize patience, reflection, and moral contemplation (Abdullah, 2024).

The findings of this study reveal that Islamic Religious Education (PAI) plays a pivotal role in shaping the moral and spiritual identity of Generation Z students at SMAN 1 Bagan Sinembah. This is especially relevant in today’s era, where digital interactions smartphones, social media, and virtual platforms dominate the daily lives of adolescents. Consequently, traditional Islamic values often compete with the fragmented digital culture that defines this generation (Khusairi, 2024; Tohari, 2024). In this regard, PAI functions not merely as a formal subject but as a transformative tool to reclaim Generation Z from the screen to the Qur’an.

First, the observed behavioral changes such as increased participation in religious activities, the use of polite language, improved discipline, and greater spiritual reflection demonstrate that the internalization of Qur’anic values through PAI effectively addresses identity fragmentation caused by excessive digital exposure (Ain et al., 2024; Khanafi et al., 2025). This aligns with current educational discourse emphasizing that moral-based learning, rather than mere cognitive transmission, is essential for forming Generation Z’s ethical consciousness (Hidayat et al., 2025).

Second, pedagogical aspects emerge as a key determinant of success. The integration of PAI into extracurricular programs and collaboration among teachers, parents, and local religious communities enhances value consistency between home and school environments. This holistic approach resonates with previous studies noting that Generation Z faces conflicting influences between online peer culture and traditional moral frameworks (Faradhillah, 2024). Therefore, a contextual and experiential learning model

combining Qur'anic teachings with digital relevance becomes crucial in guiding students from screen- centered engagement toward Qur'an-centered living.

Third, notable challenges remain. The persistence of conventional teaching methods, often detached from digital realities, limits PAI's transformative potential. As "digital natives," Generation Z learners require interactive, media-rich pedagogies that connect Islamic teachings with their lived experiences (Sekretuni & Isriyah, 2024; Murniasih et al., 2024). Without such innovations, PAI risks becoming a ritualistic subject lacking emotional and behavioral impact. Fourth, the movement from "screen" to "Qur'an" should not be understood as rejecting technology but as reorienting it toward spiritual development. Islamic digital literacy research indicates that Generation Z needs to cultivate digital ethics—the ability to navigate online spaces guided by Qur'anic values rather than hedonistic content (Khusairi, 2024). Thus, PAI must act as a moral bridge, enabling students to engage technology as a tool for faith, reflection, and community empowerment.

Pedagogical Approaches in Islamic Religious Education

The findings emphasize that effective PAI instruction depends greatly on pedagogical adaptability. Educators who incorporate interactive, technology-assisted, and student-centered strategies demonstrate higher levels of engagement and moral awareness among learners. Techniques such as Qur'an-based digital storytelling, multimedia discussions, and collaborative ethical projects enable students to internalize values rather than merely memorize them (Hidayat & Naim, 2023). Teachers also reported that integrating concise visual

Materials-short videos on Qur'anic values or Islamic moral dilemmas helped bridge the abstract and practical dimensions of religious learning. However, some instructors still rely on didactic methods that limit students' emotional and intellectual participation, underscoring the need for professional development in digital pedagogy.

The results of this study affirm that the success of Islamic Religious Education (PAI) in reclaiming Generation Z from excessive screen dependency toward Qur'an-centered living is profoundly influenced by the pedagogical strategies applied by educators (Yeaman et al., 2022). Within the context of SMAN 1 Bagan Sinembah, teachers who adopt interactive, technology-aware, and value-oriented instructional approaches demonstrate higher effectiveness in nurturing moral awareness and Qur'anic-based behavior among students. This confirms that pedagogy is not only a medium of knowledge

transmission but also a transformative force that bridges the digital culture and Islamic moral values (Arroisi et al., 2023).

Educators who utilized media rich strategies such as short Qur’anic video reflections, gamified learning, small-group moral discussions, and digital storytelling observed stronger emotional engagement and internalization of values among students (Doolittle et al., 2023; Dyah et al., 2024). These techniques correspond with the cognitive patterns of Generation Z, who are accustomed to dynamic and interactive forms of learning. A teacher observed that integrating short video clips on Qur’anic ethics increased students’ empathy and motivation to practice Islamic values in real-life contexts.

Conversely, lecture-dominant and didactic teaching methods tended to produce disengagement and a sense of detachment from moral lessons. Students reported that such conventional approaches felt irrelevant to their digital lifestyles and everyday moral challenges. These findings align with character education research emphasizing that passive learning is ineffective in cultivating reflective and ethical reasoning (Pandiangan, 2023).

Value-based and experiential methodologies proved particularly effective in transforming moral understanding into lived behavior. Structured moral dialogues, debates on ethical dilemmas such as digital responsibility, online etiquette, and peer pressure, encouraged students to apply Qur’anic concepts contextually and critically (Faizah et al., 2021). Similarly, project-based learning such as organizing charity events, environmental awareness campaigns, and social empathy programs enhanced students’ sense of *ukhuwah*, civic duty, and compassion (Howard, 2018).

Moreover, experiential education that connects theory to community practice such as visits to local mosques, social service, or zakat simulation enabled students to embody Qur’anic teachings through direct action (Sveshnikova et al., 2022). These engagements developed moral virtues like *ṣabr* (patience), *amānah* (trustworthiness), and *rahmah* (compassion), while simultaneously cultivating essential soft skills such as collaboration, leadership, and communication.

The discussion underscores that pedagogical innovation is fundamental in redirecting Generation Z’s attention from “screen” to “Qur’an.” When PAI integrates technology wisely, emphasizes values, and employs experiential learning, it transforms religious education into a living, meaningful, and spiritually grounded experience. This shift not

only strengthens students' moral identity but also demonstrates that the Qur'an can serve as a guide for navigating digital realities, fostering a generation that is ethically aware, socially responsible, and spiritually resilient.

The moral reorientation of Generation Z from digital engagement toward Qur'anic values requires pedagogical strategies that are relevant, interactive, and spiritually grounded. Teachers of Islamic Religious Education (PAI) at SMAN 1 Bagan Sinembah recognize that traditional lecture-based instruction alone cannot compete with the visual and participatory appeal of digital media. Therefore, educators have begun to integrate technology-based learning—such as short Qur'anic video reflections, digital storytelling of Prophetic morals, and gamified ethics discussions—to capture students' attention while promoting Islamic values (Rahmawati et al., 2023; Doolittle et al., 2023). This digital integration not only bridges the gap between screen culture and Qur'anic learning but also transforms students' emotional engagement, encouraging them to interpret moral principles within their lived realities.

Interactive methods such as moral debates, collaborative group reflections, and contextualized case studies on online ethics have proven effective in enhancing students' moral reasoning (Faizah et al., 2021). By engaging students in moral reflection within digital contexts like responsible social media behavior or honesty in online learning, PAI becomes a medium for transforming digital habits into Qur'an-based ethical practices.

Moral and Character Development through PAI

Islamic education's central purpose lies in shaping akhlaq, or noble character. This study found that moral development becomes more effective when PAI activities engage students in reflection, empathy, and real-life application. Structured discussions on online ethics, peer relations, and academic integrity have proven to strengthen moral reasoning (Faizah et al., 2021). Furthermore, experiential learning through social service, environmental campaigns, or zakat simulations connects Qur'anic teachings with practical life, nurturing responsibility, compassion, and civic awareness (Sveshnikova et al., 2022). These experiences indicate that values are best internalized through lived practice rather than theoretical discourse alone.

The implementation of Pendidikan Agama Islam (PAI) plays a vital role in cultivating moral and character development among students by embedding Islamic values

within daily learning experiences. PAI provides a structured pathway for learners to internalize virtues such as honesty, discipline, humility, and compassion as part of their moral identity (Haerudin, 2021). Through lessons that emphasize both cognitive understanding and affective growth, students develop an awareness of ethical behavior as an expression of faith rather than a set of imposed rules. This process enables learners to connect spiritual knowledge with real-life moral actions, nurturing integrity and social responsibility (Djuaini, 2023).

Teachers serve as central figures in facilitating the moral growth of students within the PAI framework. Their exemplary conduct and consistent demonstration of Islamic ethics significantly influence how students interpret and apply moral principles in daily interactions (Latipah et al., 2024). Schools that integrate character-building practices—such as reflective discussions, collective prayers, and social projects—create an environment that reinforces these moral teachings (Supriyandi et al., 2023). Such practices bridge the gap between theoretical knowledge and practical embodiment of values, helping students develop empathy, accountability, and perseverance as integral aspects of their character.

Despite its transformative potential, the effectiveness of PAI in shaping students' character is often challenged by structural and contextual barriers. Constraints such as limited teaching hours, diverse student backgrounds, and insufficient integration of moral content across subjects can diminish the depth of value internalization (Mubarak & Fauzi, 2023). When moral education is treated as a separate or secondary agenda, students may struggle to apply its teachings meaningfully beyond the classroom (Basri, 2024). Therefore, a more consistent and holistic approach is required to ensure that moral development through PAI becomes experiential, continuous, and contextually relevant.

To strengthen moral and character development through PAI, educational institutions must adopt comprehensive and value-centered pedagogies that engage students both intellectually and emotionally. Integrating PAI into broader learning contexts—through service-learning activities, community engagement, and project-based instruction—helps students practice moral values in authentic settings (Septianingsih et al., 2024). Likewise, the involvement of parents and local communities reinforces consistency between school and home moral education (Mukhtar et al., 2024). These strategies ensure that Islamic Religious Education evolves beyond mere doctrinal learning toward a dynamic, character-

forming process that prepares Generation Z to become morally upright, socially conscious, and spiritually resilient individuals.

Findings from classroom observation and interviews reveal that PAI serves as a moral compass for Generation Z, emphasizing Qur'anic virtues such as *ṣidq* (truthfulness), *amānah* (responsibility), and *tawāḍu'* (humility). Teachers intentionally connect these values to students' digital lives, discussing honesty in online exams, respect in virtual communication, and integrity in social media interaction (Uswatun Khasanah, 2024). This contextualization allows students to internalize Qur'anic ethics as daily behavioral standards rather than abstract ideals.

Students reported observable behavioral changes, including more consistent prayer habits, greater empathy toward peers, and a reduction in disrespectful online expression. Such transformations signify that PAI, when integrated with Qur'anic values, can redirect the attention of digital-native learners from passive screen consumption toward active moral reflection and virtuous conduct (Sadri et al., 2024; Khanafi et al., 2025). Through continuous reinforcement of *akhlāq* and Qur'an-based ethics, Islamic education becomes a channel for rebuilding students' moral identity amid the distractions of digital modernity.

Toward a Transformative Model of Islamic Education

The need for a transformative paradigm in Islamic education one that is grounded in the Qur'an yet responsive to the realities of the digital generation. Teachers must function not merely as transmitters of knowledge but as facilitators of spiritual growth and ethical reasoning. Institutional collaboration is essential to sustain this model, ensuring alignment between school policies, community initiatives, and family engagement. In this light, Islamic education should evolve into an adaptive framework that integrates faith, intellect, and digital culture (Kahfi, 2022; Jima'ain, 2023). When executed holistically, such education reclaims Generation Z from passive digital consumption toward active moral reflection and spiritual consciousness.

The evolving landscape of education in the digital era necessitates a transformative model of Islamic Religious Education (PAI) that moves beyond the transmission of religious doctrine toward the holistic formation of students' moral, intellectual, and spiritual capacities. Traditional models, often focused on rote memorization and teacher-centered instruction, have proven insufficient in addressing the complex ethical dilemmas

faced by Generation Z (Hanafi & Rahman, 2024). A transformative approach to PAI emphasizes the integration of critical thinking, emotional intelligence, and value-based learning, enabling students to interpret Islamic teachings contextually and apply them meaningfully in modern social realities (Arifin, 2023). This paradigm fosters a balance between faith-based identity and adaptive reasoning, producing individuals who are spiritually grounded yet intellectually open.

Central to this transformative model is the active engagement of learners as participants in constructing moral understanding. Instead of viewing students as passive recipients of knowledge, PAI encourages reflective dialogue, ethical inquiry, and experiential learning as key methods for character development (Fitriyah et al., 2024). For instance, project-based activities such as community service, environmental stewardship, or digital literacy with Islamic perspectives can enhance students' sense of social responsibility and empathy (Rahmawati, 2023). Through these experiences, learners not only comprehend Islamic principles but also embody them in action, developing self-discipline, compassion, and integrity as lived expressions of faith.

Teacher competence and pedagogical innovation form another cornerstone of transformative Islamic education. Educators must function not only as transmitters of religious content but as facilitators of spiritual growth and moral reflection (Suryana & Nurdin, 2024).

This requires mastery of diverse instructional methods, including technology integration, storytelling, and collaborative learning, all of which resonate with Generation Z's learning preferences. Schools that empower teachers through continuous professional development and reflective practice can cultivate more adaptive and inspiring classroom cultures, where Islamic values are internalized through meaningful interaction rather than imposed instruction (Yusuf & Hidayat, 2024).

Ultimately, a transformative model of Islamic education envisions PAI as a dynamic system that harmonizes spiritual depth with practical relevance. Collaboration among teachers, parents, policymakers, and community leaders is essential to sustain this vision (Maulana, 2024). When Islamic education operates as a living, interactive, and socially responsive framework, it has the potential to nurture a generation that is ethically conscious, emotionally balanced, and intellectually capable of navigating the moral complexities of contemporary life. Such a model ensures that Islamic education remains

not only doctrinally faithful but also pedagogically future-oriented—anchoring faith while empowering transformation.

The synthesis of digital engagement and Qur’anic education at SMAN 1 Bagan Sinembah points toward a transformative model of PAI that aligns spiritual formation with the realities of Generation Z. This model requires a balance between technological literacy and Qur’anic literacy, ensuring that digital media becomes not a threat but a bridge to moral growth (Tranggono et al., 2023). By cultivating critical awareness, reflective thinking, and emotional intelligence through Qur’anic teachings, students develop resilience against moral fragmentation prevalent in online spaces (Munief Fajri et al., 2024).

Collaborative partnerships between teachers, parents, and communities further strengthen this transformation. When students experience Qur’anic values consistently across home, school, and digital contexts, moral internalization becomes sustainable. Ultimately, “From Screen to the Qur’an” represents not only a pedagogical shift but also a spiritual reclamation of Generation Z, guiding them to navigate the digital age with a Qur’an-centered moral compass and a renewed sense of ethical purpose.

CONCLUSION

This study reveals that in the digital era, the transition from screen to the Qur’an among Generation Z students is both urgent and achievable through Islamic Religious Education (PAI) that connects faith with digital realities. At SMAN 1 Bagan Sinembah, PAI functions as a moral and spiritual compass, fostering the internalization of Qur’anic values such as honesty, humility, responsibility, and empathy. Observable behavioral improvements and deeper religious engagement reflect the effectiveness of integrating Qur’anic principles into students’ daily lives.

Pedagogical innovation plays a crucial role in sustaining this transformation. Interactive, technology-assisted, and reflective learning methods help bridge the gap between digital culture and Islamic moral formation. However, the persistence of conventional teaching, limited instructional time, and uneven access to digital resources still hinder the optimal implementation of PAI. A collaborative approach involving teachers, parents, and communities is therefore essential to strengthen moral consistency across educational and social environments.

Islamic education must evolve into a transformative model that harmonizes spiritual formation with technological literacy. Teachers should act not merely as transmitters of religious content but as facilitators of ethical reasoning and reflective thinking. By aligning PAI with

Qur'anic values and the lived realities of Generation Z, educational institutions can cultivate a generation that is intellectually open, morally grounded, and spiritually resilient.

The shift from screen to the Qur'an signifies more than a pedagogical adjustment, it represents a moral and spiritual reclamation. When Islamic education successfully aligns digital engagement with Qur'anic guidance, it prepares young Muslims to navigate modern life with faith, integrity, and purpose, embodying the essence of Islam in both virtual and real-world contexts.

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