

The Role of Islamic Religious Education in Building the Character of Generation Z in the Era of Society 5.0

Widyastuti

Universitas Islam An Nur Lampung, Indonesia

Correspondence email: widyastutiwidi91@gmail.com

Article history

Submitted: 2026/04/16; Revised: 2026/05/07; Accepted: 2026/06/30

Abstract

The development of digital technology and the arrival of the Society 5.0 era have brought significant changes to various aspects of life, including education. Generation Z, as a generation that grew up with digital technology, has characteristics that are adaptive to technological developments, but also faces various moral, social, and spiritual challenges due to the rapid flow of global information. In this context, Islamic Religious Education (PAI) has a strategic role in building the character of Generation Z so that they not only excel in intellectual and technological aspects, but also have a strong moral and spiritual foundation. This study aims to analyze the role of Islamic Religious Education in building the character of Generation Z in the Society 5.0 era and identify relevant learning strategies in facing the challenges of digital technology development. The method used is qualitative research with a literature review approach (library research), through the analysis of various scientific literature sources in the form of national journals, international journals, books, and academic documents relevant to the research theme. The results of the study indicate that Islamic Religious Education plays an important role in shaping the religious character, responsibility, integrity, discipline, tolerance, and critical thinking skills of Generation Z. The implementation of PAI learning that utilizes digital technology wisely can increase student engagement while strengthening the internalization of Islamic values in everyday life. Furthermore, the integration of digital literacy, character education, and religious moderation values into Islamic Religious Education (PAI) learning is an effective strategy in facing the challenges of the Society 5.0 era. In conclusion, Islamic Religious Education plays a crucial role in developing the religious, adaptive, critical, and noble character of Generation Z, enabling them to wisely navigate technological developments without losing their Islamic identity and values.

Keywords

Character Education, Digital Literacy, Generation Z Character, Islamic Religious Education, Society 5.0.



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

The development of the Society 5.0 era has brought fundamental changes to various aspects of life, including education. The Society 5.0 concept introduced by the Japanese government emphasizes the integration of digital technology, artificial intelligence, big data, and human life to create a smarter society centered on human values. (Kahar et al., 2021) In the context of education, this transformation requires educational institutions to not only develop

students' academic competencies, but also strengthen character and morality as a foundation for facing various global challenges.(Irfan Setia Permana, 2024)Islamic Religious Education (PAI) has a strategic position in shaping the character of the younger generation so that they are able to utilize technological developments wisely and responsibly (Azim et al., 2023).

Generation Z is a generation born and raised amidst the rapid development of digital technology. They are known as digital natives, possessing advanced skills in accessing information, using social media, and adapting to various technological innovations.(Chaves et al., 2016)However, easy access to information also presents various challenges, such as decreased social interaction, identity crises, consumer behavior, cyberbullying, the spread of hoaxes, and the weakening of moral and spiritual values.(Miftahussurur, 2026)This condition shows that Generation Z not only needs digital skills, but also strengthening of religious character to be able to face the dynamics of modern life effectively.(Vhalery, Rendika, 2024)From an Islamic perspective, education is not only aimed at transferring knowledge, but also at forming people who are faithful, pious, and have noble morals. (Ahmad Sukri Harahap, 2024).

Islamic Religious Education functions as a means of internalizing Islamic values which include aspects of faith, worship, morals, and muamalah in daily life (Fachrudin, 2018). Therefore, Islamic Education (PAI) is an important instrument in building the character of Generation Z, who are not only intellectually superior, but also possess moral integrity, social responsibility, and strong spiritual awareness (Masturin, 2022). The current reality shows that the development of digital technology is often not accompanied by the strengthening of students' character. Various studies show an increasing phenomenon of moral degradation among the younger generation, such as individualistic behavior, low social awareness, intolerance, and a decline in ethics in communicating in the digital space (Aprilianto et al., 2025). In addition, exposure to negative content through social media and digital platforms has the potential to influence the mindset and behavior of Generation Z if not accompanied by adequate character education (Henni Syafriana Nasution, Hasan Basri, Winda Wasalwa Batubara, 2025). In such conditions, Islamic Religious Education is required to be able to present a learning model that is relevant to the characteristics of the digital generation without neglecting the main goal of forming noble morals (Lailiyatus Sa'adah & Zulfatul Mufidah, 2025).

Strengthening character through Islamic Religious Education can be achieved through various innovative and contextual learning approaches. The use of digital technology, interactive media, online learning platforms, and the integration of religious moderation values are strategies increasingly being implemented in Islamic Religious Education (PAI) learning (Santoso et al., 2025). Through this approach, students not only gain a conceptual understanding of religion, but are also trained to apply Islamic values in real life, both in social environments and in the digital space (Khasanah et al., 2023). Thus, Islamic Religious Education can be an effective means of forming a generation that is religious, tolerant,

adaptive, and has the ability to think critically about various phenomena that develop in society (Sodikin, 2025).

Several previous studies have examined the role of Islamic Religious Education in shaping students' character (Masturin, 2022). This study shows that internalizing Islamic values through Islamic Religious Education learning contributes significantly to the formation of students' religious character. Aprilianto et al., (2025) found that the application of religious moderation in Islamic Religious Education learning can increase attitudes of tolerance and respect for diversity. Meanwhile, Santoso et al., (2025) confirms that the use of digital media in Islamic Religious Education (PAI) learning can increase student motivation and engagement. Other research shows that strengthening digital literacy based on Islamic values can help the younger generation face the challenges of the Society 5.0 era more wisely and responsibly (Hasanah & Sukri, 2023). However, most of these studies still examine aspects of character, digital technology, or religious education separately and have not specifically integrated the three in the context of character development for Generation Z in the Society 5.0 era.

Based on these various studies, a research gap exists, indicating that studies on the role of Islamic Religious Education in building the character of Generation Z in the Society 5.0 era still require more comprehensive development. Some studies focus on the use of digital technology in learning, while others emphasize character education or religious moderation without simultaneously linking these to the characteristics of Generation Z and the challenges of Society 5.0 (Hasyati et al., 2025). In fact, the challenges of the Society 5.0 era demand an educational approach that is able to integrate aspects of technology, Islamic values, and character building within a single, cohesive framework (Kahar et al., 2021)

The novelty of this research lies in its integrative study of the role of Islamic Religious Education in building the character of Generation Z through an approach relevant to the Society 5.0 era. This research not only highlights the importance of religious values in character formation but also positions digital technology as a strategic tool for strengthening the internalization of Islamic values in the younger generation. Thus, this research offers a more holistic perspective in understanding the relationship between Islamic Religious Education, Generation Z character, and the demands of a future digital society.

The purpose of this study is to analyze the role of Islamic Religious Education in building the character of Generation Z in the Society 5.0 era. Specifically, this study aims to: (1) identify the character challenges faced by Generation Z in the Society 5.0 era; (2) analyze the contribution of Islamic Religious Education in strengthening the religious, social, and moral character of students; (3) examine the use of digital technology as a medium for internalizing Islamic values; and (4) formulate Islamic Religious Education learning strategies that are innovative, adaptive, and relevant to the needs of Generation Z in the Society 5.0 era.

METHODS

This study uses a qualitative approach with a library research type that aims to analyze in depth the role of Islamic Religious Education (PAI) in building the character of Generation Z in the era of Society 5.0. This approach was chosen because it allows researchers to examine various concepts, theories, research results, and the thoughts of experts related to character education, Islamic Religious Education, Generation Z, and the development of technology-based society in the era of Society 5.0.

The data sources in this study consist of primary and secondary data. Primary data were obtained from scientific articles published in accredited national journals and reputable international journals discussing character education, Islamic Religious Education, Generation Z, and Society 5.0. Secondary data were obtained from reference books, seminar proceedings, research reports, education policy documents, and various other academic sources relevant to the research focus.

Data collection techniques were conducted through a systematic literature search using various academic databases, such as Google Scholar, Garuda, Scopus, and national and international journal portals. The search was conducted using keywords such as "Islamic Religious Education," "Generation Z character," "character education," "Society 5.0," "Islamic values," and "digital educational transformation." All obtained literature was then selected based on relevance, source credibility, and its suitability to the research objectives. The collected data was analyzed using content analysis techniques through several stages, namely data reduction, categorization, interpretation, and synthesis. The analysis was conducted to identify the various strategic roles of Islamic Religious Education in instilling religious, moral, social, and spiritual values that are the foundation for character formation of Generation Z amidst the increasingly rapid development of digital technology. In addition, the analysis was also directed to find various challenges and opportunities for implementing character education based on Islamic values in the Society 5.0 era. To ensure the validity of the data, this study applies source triangulation techniques by comparing various findings from different literatures to obtain a more comprehensive and objective understanding. Furthermore, the results of the analysis are presented descriptively-analytically with an emphasis on identifying key concepts, mapping the results of previous research, and formulating a conceptual model regarding the role of Islamic Religious Education in building the character of Generation Z who are adaptive, noble, critical, creative, and able to face the challenges of the Society 5.0 era without losing the identity of Islamic values.

RESULTS AND DISCUSSION

Results

The Role of Islamic Religious Education in Building the Character of Generation Z in the Era of Society 5.0

Islamic Religious Education (PAI) plays a very strategic role in building the character of Generation Z in the era of Society 5.0. Generation Z is a generation that grew and developed

amidst advances in digital technology, the internet, artificial intelligence, and various technological innovations that influence their mindset, behavior, and lifestyle. The results of the literature review show that technological developments provide various conveniences in obtaining information, but on the other hand, also present challenges in the form of decreased social interaction, increased individualism, the spread of unverified information, and the degradation of moral and ethical values. In this context, Islamic Religious Education presents an important instrument in instilling the values of faith, morality, responsibility, and integrity that are the foundation for the character formation of the younger generation.

The implementation of Islamic Religious Education in character development for Generation Z is carried out through the internalization of Islamic values, encompassing religious, moral, social, and spiritual aspects. Values such as honesty, discipline, trustworthiness, hard work, tolerance, and social awareness are essential components of the Islamic Religious Education (PAI) learning process. Through contextual learning, students not only understand religious concepts theoretically but also are able to implement them in their daily lives. Thus, Islamic Religious Education serves not only as a means of transferring knowledge but also as a medium for personality development based on Islamic teachings.

The results of the study indicate that the role of Islamic Religious Education teachers is crucial to the success of character formation in Generation Z. Teachers not only serve as conveyors of learning materials, but also as role models (*uswah hasanah*), motivators, guides, and facilitators in the process of developing students' character. In the era of Society 5.0, teachers are required to be able to utilize digital technology effectively while integrating Islamic values in every learning activity. The ability of teachers to guide students in using technology wisely is an important factor in forming characters that are adaptive to current developments without losing their moral and spiritual identity. In practice, character formation through Islamic Religious Education can be done through various innovative and technology-based learning strategies.

The use of digital media, educational videos, online learning platforms, and interactive Islamic content enables students to have a more engaging and relevant learning experience. Furthermore, project-based learning, collaborative learning, and religious case studies can increase student engagement in understanding and actualizing Islamic values in real life. This approach has proven effective in developing independent, creative, responsible, and socially conscious characters.

Islamic Religious Education also plays a role in developing students' abilities to face the various moral challenges arising from the development of digital technology. Generation Z is often confronted with various phenomena such as cyberbullying, misuse of social media, the spread of hoaxes, and content that conflicts with religious values. Through Islamic Religious Education (PAI) learning, students are equipped with the ability to distinguish between true and false information, understand digital media ethics, and develop moral awareness in every activity carried out in the digital space. Thus, Islamic Religious Education

serves as a moral bulwark that can guide students in facing the various challenges of modern life.

Overall, the research results show that Islamic Religious Education has a significant contribution in building the character of Generation Z in the era of Society 5.0. This role is not only seen in the formation of religious and moral aspects, but also in the development of social attitudes, the ability to adapt to technology, and the strengthening of self-identity based on Islamic values. The success of the implementation of Islamic Religious Education in building the character of Generation Z is greatly influenced by teacher competence, support from the educational environment, appropriate use of technology, and synergy between schools, families, and communities in instilling character values in a sustainable manner.

Strengthening Generation Z's Character through Islamic Religious Education in the Era of Society 5.0

Islamic religious education has a significant influence on strengthening the character of Generation Z in facing the various challenges emerging in the Society 5.0 era. These character traits include religiosity, responsibility, integrity, discipline, social awareness, adaptability, and the ability to use technology wisely. In this context, Islamic religious education serves as a foundation of values that guides students in responding positively and constructively to social change and technological developments.

The process of character building is evident in changes in students' mindsets and behavior, who are increasingly aware of the importance of moral values in everyday life. Students are not only required to master science and technology, but also to develop self-control, respect for others, and take responsibility for their actions. Integrated Islamic Religious Education learning with the realities of digital life can help students understand that technological advancement must be balanced with character maturity and strong spirituality.

Character building is also reflected in students' ability to use technology ethically and responsibly. Through Islamic Religious Education (PAI) learning, students are taught the importance of maintaining ethical communication, respecting others' privacy, avoiding the spread of misinformation, and utilizing digital media for productive and beneficial activities. This awareness is crucial given that Generation Z is a group closely connected to technology and social media in their daily lives.

Students' character develops further when learning is conducted in a participatory and collaborative manner. Discussion activities, group work, social projects, and reflection on Islamic values provide opportunities for students to develop communication, leadership, cooperation, and empathy skills. These interactions help students understand the importance of respecting differences, resolving conflicts peacefully, and building harmonious social relationships. Thus, Islamic Religious Education not only shapes individual character but also the social character needed in community life. Furthermore, Islamic values serve as a foundation in the process of character formation.

Values such as trustworthiness, steadfastness, justice, patience, and responsibility serve as guiding principles for facing the challenges of modern life. Without a strong

foundation of values, technological development has the potential to negatively impact the behavior of the younger generation. Therefore, Islamic religious education is a crucial instrument in ensuring that students' character development is balanced between intellectual, emotional, social, and spiritual intelligence.

Overall, the research results indicate that Islamic Religious Education is an effective means of strengthening the character of Generation Z in the era of Society 5.0. Islamic Religious Education not only helps students understand religious teachings conceptually but also shapes behavior and personality in accordance with Islamic values. Through this process, Generation Z is expected to become a generation that is religious, virtuous, adaptable to change, and has the ability to contribute positively to an increasingly complex and technology-driven society.

Discussion

The research findings show that Islamic Religious Education (PAI) plays a strategic role in building the character of Generation Z in the Society 5.0 era. This finding aligns with the view that the primary goal of Islamic education is not only oriented towards knowledge transfer, but also the formation of individuals who are faithful, pious, and have noble morals.(Henni Syafriana Nasution, Hasan Basri, Winda Wasalwa Batubara, 2025)In the context of Society 5.0, which is characterized by the integration of digital technology and human life, character education is a fundamental need to equip the younger generation with the ability to face rapid social change.(Anealka Aziz Hussin, 2018)Therefore, Islamic Religious Education holds a crucial position as an instrument for moral and spiritual strengthening that can direct the use of technology in a positive and productive direction.

Research findings show that Islamic values taught in Islamic Religious Education, such as honesty (*şidq*), trustworthiness, responsibility, discipline, tolerance, and social concern, contribute significantly to the character formation of Generation Z. These results are in line with the theory of character education put forward by(Pala, 2011)which states that good character is built through the simultaneous development of moral knowing, moral feeling, and moral action. From an Islamic perspective, character or morals are the main goal of education, as emphasized by Zubaidillah, (2018), that education must produce civilized human beings (*insan adabi*). Therefore, Islamic Religious Education not only teaches aspects of religious rituals but also shapes students' mindsets and behaviors to align with Islamic values in their daily lives (Maragustam, 2015).

Generation Z's characteristics differ from those of previous generations because they grew up in a highly dynamic digital environment. This generation is known as digital natives, possessing advanced skills in accessing information and utilizing technology, but often facing challenges in self-control, social interaction, and moral resilience (Creighton, 2018). The findings of this study indicate that Islamic Religious Education serves as a foundation that helps Generation Z develop a strong self-identity amidst the rapid flow of global information. These results strengthen research Naylatul Fadhillah et al., (2025) who found that

internalization of Islamic values was able to increase students' moral awareness in facing the negative influence of digital media.

Furthermore, research results show that Islamic Religious Education teachers play a central role in the character-building process. Teachers serve not only as instructors but also as role models, facilitators, motivators, and moral guides for students (Adelia Putri et al., 2024). This finding is in line with research (Asih, 2015) which emphasizes that the success of character education is greatly influenced by the role model of teachers in everyday life. In the era of Society 5.0, the role of teachers is increasingly complex, as they are required to integrate digital technology with Islamic values. Teachers must not only master learning materials but also possess digital competencies to guide students in using technology critically, ethically, and responsibly (Arif et al., 2025)

The use of digital technology in Islamic Religious Education (IS) learning was also a key finding in this study. The use of e-learning platforms, instructional videos, educational social media, and Islamic applications has been shown to increase student engagement in the learning process (Husni et al., 2026). This finding supports research that states that digital technology can increase the effectiveness of learning when used in a targeted manner and in accordance with educational goals (Muwafiqus Shobri1, 2025). However, this study confirms that technology is not the primary goal, but rather a means to strengthen the internalization of character values. Therefore, the successful use of technology in Islamic Religious Education (PAI) learning depends heavily on the teacher's ability to integrate cognitive, affective, and spiritual aspects in a balanced manner.

The research results also show that Islamic Religious Education contributes to building digital responsibility in Generation Z. Students who receive contextual Islamic Religious Education learning tend to be better able to filter information, avoid the spread of hoaxes, maintain ethical communication on social media, and use technology for productive activities (Fariati & Anwar, 2025). This finding is relevant to the concept of digital citizenship, which emphasizes the importance of responsible behavior in the use of information and communication technology (Öztürk, 2021). From an Islamic perspective, digital responsibility is part of the implementation of the trust value, which teaches that every individual is responsible for the information and actions they take, both in the real world and in the digital space. Compared with previous research, this study demonstrates that character formation cannot be achieved in isolation. Most previous studies focused more on general character education or on the use of technology in learning without directly linking it to Islamic values (Husni et al., 2026).

This research offers a more comprehensive approach by integrating character education, Islamic education, and the challenges of Society 5.0 into one conceptual framework. This approach demonstrates that students' character develops more optimally when religious values are internalized through a learning process relevant to the realities of their digital lives. Through discussions, religious reflection, collaborative learning, and social projects based on Islamic values, students gain opportunities to develop empathy, cooperation, leadership, and

ethical problem-solving skills. These results align with research (Nelson & Crow, 2014) which shows that the active learning model is able to significantly improve students' social skills and character.

Overall, this discussion confirms that Islamic Religious Education is a crucial instrument in building the character of Generation Z in the era of Society 5.0. Islamic Religious Education not only serves as a medium for strengthening religiosity, but also as a means of developing character that is adaptive to technological developments, socially responsible, and able to maintain moral identity amidst increasingly complex global changes. (Khusaini, Mahmuda & University, 2026) Therefore, strengthening Islamic religious education integrated with the development of digital technology needs to be a primary focus in developing future educational curricula and policies.

CONCLUSION

The results of the study indicate that Islamic Religious Education (PAI) plays a crucial role in building the character of Generation Z in the Society 5.0 era, characterized by students' ability to internalize religious, moral, social, and spiritual values in their daily lives. Islamic Religious Education not only serves as a means of transferring religious knowledge, but also as an instrument for character formation that instills the values of honesty, responsibility, discipline, tolerance, social awareness, and ethics in utilizing digital technology. Amidst the rapid development of technology and the flow of global information, Islamic Religious Education serves as a moral foundation that guides Generation Z to adapt to changing times without losing their Islamic identity and humanitarian values.

The conclusion of this study confirms that Islamic Religious Education implemented in a contextual, innovative, and adaptive manner to technological developments is capable of shaping Generation Z who are religious, virtuous, critical, responsible, and possess digital skills based on Islamic values. The integration of character building and technology utilization in Islamic Religious Education learning is a relevant approach to address the challenges of the Society 5.0 era, where intellectual intelligence needs to be balanced with moral, emotional, social, and spiritual intelligence. Thus, Islamic Religious Education not only contributes to the development of students' cognitive aspects but also plays a role in shaping a complete and characterful personality. Therefore, it is recommended that Islamic Religious Education teachers continue to develop innovative learning strategies by utilizing digital technology wisely and integrating Islamic character values in every learning process.

Teachers also need to improve their pedagogical, professional, and digital competencies through various sustainable development programs to be able to meet the learning needs of Generation Z. In addition, schools and educational policymakers are expected to provide support in the form of technological facilities, strengthening character education programs, and developing curriculum that is adaptive to the Society 5.0 era. Synergy between schools, families, and communities also needs to be strengthened to create a

conducive educational environment in shaping a Generation Z with integrity, competitiveness, and noble character in accordance with Islamic values.

REFERENCES

- Adelia Putri, Putri Wulandari Nasution, Syarah Syarif, & Gusmaneli Gusmaneli. (2024). Pendidikan Islam Dalam Sistem Pendidikan Nasional. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 2(2), 221–227. <https://doi.org/10.61132/jmpai.v2i2.194>
- Ahmad Sukri Harahap. (2024). Metode Pendidikan Islam Dalam Perspektif Filsafat Pendidikan Islam. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 2(4), 355–367. <https://doi.org/10.59059/al-tarbiyah.v2i4.1487>
- Anealka Aziz Hussin. (2018). Education 4 . 0 Made Simple : Ideas For Teaching. *International Journal of Education and Literacy Studies*, 6(3), 92–98.
- Aprilianto, D., Aslamiyah, S. S., Zahidi, S., Crisnasari, N. A., & Febbrianti, T. (2025). Religious Moderation as a Counter-Narrative of Intolerance in Schools and Universities. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(1), 188–212. <https://doi.org/10.31538/tijie.v6i1.1361>
- Arif, M., Aziz, M. K. N. A., & Ma'arif, M. A. (2025). A recent study on islamic religious education teachers' competencies in the digital age: a systematic literature review. *Journal of Education and Learning*, 19(2), 587–596. <https://doi.org/10.11591/edulearn.v19i2.21311>
- Asih, E. (2015). Peran Dan Tantangan Pendidikan Agama Islam Di Era Global. *El-Tarbawi*, 8(2), 131–145. <https://doi.org/10.20885/tarbawi.vol8.iss2.art2>
- Azim, F., Chanifudin, C., & Ritonga, S. (2023). Modernisasi Pendidikan Islam Perspektif Azyumardi Azra Dalam Buku Pendidikan Islam Tradisi Dan Modernisasi Di Tengah Tantangan Milenium Iii. *Jurnal Ilmiah Pendidikan Dan Keislaman*, 3(2), 255–260. <https://doi.org/10.55883/jipkis.v3i2.77>
- Chaves, H. V., Maia Filho, O. N., & Melo, A. S. E. de. (2016). Education in Times Net Generation: How Digital Immigrants Can Teach Digital Natives. *Holos*, 2, 347–356. <https://doi.org/10.15628/holos.2016.3611>
- Creighton, T. B. (2018). Digital Natives, Digital Immigrants, Digital Learners: An International Empirical Integrative Review of the Literature. *Education Leadership Review*, 19(1), 132–140.
- Fachrudin, W. (2018). Implementasi Kurikulum 2013 (K-13) Pada Mata Pelajaran Pendidikan Agama Islam Sekolah Dasar (SD). *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 3(2), 263–278.
- Fariati, B., & Anwar, A. (2025). Implementasi Nilai Karakter dalam Al-Qur'an: Mendidik Anak di Era Digital dengan Nilai-Nilai Pendidikan Islam. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 5(1), 164–176. <https://doi.org/10.54371/jiepp.v5i1.798>
- Hasanah, U., & Sukri, M. (2023). Implementasi literasi digital dalam pendidikan Islam: Tantangan dan solusi. *Equilibrium: Jurnal Pendidikan*, 11(2), 177–188.
- Hasyati, F., Siregar, I. S. A., Putri, V. R., Irsyad, M., & Fadhil, A. (2025). Kebijakan Penguatan Pendidikan Karakter dalam Kurikulum PAI dan Relevansinya dengan Tantangan Sosial Generasi Z. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(4), 681–696.
- Henni Syafriana Nasution , Hasan Basri, Winda Wasalwa Batubara, A. M. (2025). Islamic Education Teachers Strategies for Character Building Through Digital Literacy. *Fitrah Journal*, 6(1), 259–271.

- Husni, H., Sirozi, M., Astuti, M., Ikhsanudin, M., & Juita, F. (2026). *Pedagogical Innovation in Islamic Educational Institutions : A Systematic Literature Review of the Shift from Traditional to Modern Learning Paradigms*. 4(1), 1–15.
- Irfan Setia Permana, N. A. H. (2024). Opportunities And Challenges For Islamic Education In Society 5.0. *Jurnal Paradigma*, 16(2), 133–145. <https://doi.org/10.53961/paradigma.v16i2.226>
- Kahar, M. I., Cikka, H., Afni, N., & Wahyuningsih, N. E. (2021). Pendidikan Era Revolusi Industri 4.0 Menuju Era Society 5.0 Di Masa Pandemi Covid 19 M. *Jurnal Studi Ilmu Pengetahuan Sosial*, 2(1), 58–78.
- Khasanah, N., Irwan Hamzani, A., & Aravik, H. (2023). Religious Moderation in the Islamic Education System in Indonesia. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 629–642. <https://doi.org/10.37680/qalamuna.v15i1.4115>
- Khusaini, Mahmuda, A. A., & Universitas. (2026). *Transformasi Pendidikan Agama Islam Dalam Mengembangkan Kecerdasan Sosial Generasi Z*. 9(1), 28–37.
- Lailiyatus Sa'adah, & Zulfatul Mufidah. (2025). Digitalisasi Pendidikan Agama Islam dalam Penguatan Sikap Moderat Siswa Di Sekolah (Studi Kasus di SMA MUHAMMADIYAH 10 GKB – GRESIK). *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3(4), 3153–3160. <https://doi.org/10.31004/jerkin.v3i4.1036>
- Maragustam, M. (2015). Paradigma Revolusi Mental Dalam Pembentukan Karakter Bangsa Berbasis Sinergitas Islam Dan Filsafat Pendidikan. *Jurnal Pendidikan Agama Islam*, 12(2), 161–175. <https://doi.org/10.14421/jpai.2015.122-03>
- Masturin. (2022). Development of Islamic Religious Education Materials Based on Religious Moderation in Forming Student Character. *Munaddhomah*, 3(4), 346–355. <https://doi.org/10.31538/munaddhomah.v3i4.310>
- Miftahussurur, W. (2026). *Reconstructing Islamic Education Pedagogy In The Digital Age : Integrating Spiritual Ethics And Digital*. 137–153.
- Muwafiqus Shobri1, J. J. (2025). Digital Transformation in Islamic Education Management and Leadership: Strategies, Challenges, and Opportunities in the Society 5.0 Era. *Journal of Education Management and Policy*, 1(1), 9–19.
- Naylatul Fadhillah, Aini Yusra Usriadi, & Gusmaneli Gusmaneli. (2025). Peran Pendidikan Islam Sebagai Solusi Krisis Moral Generasi Z di Era Globalisasi Digital. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(3), 230–237. <https://doi.org/10.61132/jmpai.v3i3.1119>
- Öztürk, G. (2021). Digital citizenship and its teaching: A literature review. *Journal of Educational Technology & Online Learning*, 4, 2021.
- Santoso, N. P. L., Barasa, F. G., & , Dwi Nur Ramadhan, M. T. (2025). Religious Moderation in Islamic Education Through Social Media Based Learning for High School Students. *Al-Waarits: Jurnal Pendidikan Islam*, 2(2), 52–61.
- Sodikin, S. (2025). Islamic Pedagogical Transformation to Improve Critical Thinking in the Era of Globalization. *Al-Munawwarah: Journal of Islamic Education*, 1(2), 153–165. <https://doi.org/10.38073/almunawwarah.v1i2.3532>
- Vhalery, Rendika, S. (2024). Pancasila-Based Character Education in the Society 5.0 Era: A Systematic Literature Study. *Journal of Education: Development and Review (Jedar)*, 01(01), 46–53.
- Zubaidillah, M. H. (2018). Concept Of Islamic Education In The Qur'an. *OSF Preprints, July 2018*, 1–13.