

Religion Learning Strategies for the Z Generation

Sari Narulita^{1(*)}, Rihlah Nur Aulia¹, Elisabeth Nugrahaeni², Firdaus Wajdi¹, Izzatul Mardhiah¹, Andy Hadiyanto¹

¹Dept. of Islamic Studies, Faculty of Social Science, Universitas Negeri Jakarta, Jakarta, Indonesia

²Dept. of Communication Science, Faculty of Social Science, Universitas Negeri Jakarta, Jakarta, Indonesia

(*)✉ (e-mail) Sari-Narulita@unj.ac.id

Abstract

Today, The Z Generation, a generation that was familiar with the world of the internet dominates the percentage of active learners. Therefore, the way to learn by the Z generation was different from the previous generation. The purpose of this article was to map out the strategies used by the teachers of Islamic Religious Education (PAI) in internalizing religious values for the Z generation. The focus of this research is PAI teachers in DKI Jakarta who must struggle with students who are very attached to mobile phones in their daily lives. Observations and interviews with PAI teachers in DKI Jakarta showed that demonstrating exemplary is a strategy used in internalizing religious values in students. Beside, PAI teachers must also be able to upgrade their abilities in explaining theological insights by understanding the internet that is closely related to the life of the Z generation. this study is proof that adapting to students' learning styles will make teachers more optimal in conveying religious values

Keywords: The Z Generation, Religious Learning Strategies, Exemplary

Introduction

The development of technology today is starting to trigger dependence on internet connections. In the beginning, young people's dependence on the sophistication of technology, information, and transformation was a medium or tool to facilitate their activities. However, the side effects began to appear when young people were busier with their own world and seemed indifferent to the real conditions around them. Young people born after 2000 or known as generation Z, is one of the images of human attachment to technology.

Generation Z communicates digitally and likes visuals. Therefore, they like various media that combine writing, pictures and videos to express themselves. The media in question include Facebook, Instagram, Line etc. Based on the research, it is known that generation Z uses smartphones to connect with others through social media. (Hinduan, ZR; Agia, 2017)

High attachment to technology, raises a gap between Z generation with their teacher; whose born in the third industrial revolution era. The challenge becomes evident if the teacher does not understand the characteristics of the student, the Z Generation.

Moreover, religious learning is synonymous with doctrine, where religion is taught as dogma in a conventional way, lectures 1 (one) direction. Therefore, the gap between teachers and students from generation Z becomes further. Therefore, an interesting learning strategy is needed so that PAI learning becomes more fun for Z generation students; Learning which is part of sustainable innovation in The Digital Era.

PAI learning is becoming increasingly crucial, because based on observations, it can be said that the application of Islamic religious education in schools (general) is less than optimal. (Rouf, 2015). This happens because of several external and internal factors. External factors that influence the minimum practice of religious education in public schools can be: 1. The emergence of attitudes of parents in some neighborhoods around the school who are less aware of the importance of religious education; 2. The environment around the school is influenced by the temptations of Satan in various forms, such as: gambling and spectacle that pleases lust; 3. The impact of the advancement of science and technology which has gradually dissolved religious feelings and widened the gap between traditional values and technological rational values.

Meanwhile, internal factors that cause religious education to be less than optimal in public schools include: 1. Teachers are less competent to become education professionals, or the position of teacher they hold is only the last alternative job, without any sense of dedication according to the demands of education; 2. The relationship between religious teachers and students is only formal, without continuing in informal situations outside the classroom; 3. The teacher's methodological approach is still fixed on the traditional orientation so it is not able to attract students' interest in religious studies.

Emphasis on PAI learning is done because PAI is constitutionally an integral part in efforts to achieve systemic and sustainable National Education goals; that is so that students can become people who believe, fear and be noble. (RISTEKDIKTI, 2016)

Law number 20 of 2003 concerning the national Education system chapter II article 3 states,

National education functions to develop capabilities and form a dignified character and national civilization in order to educate the nation, aiming at developing potential students to become human beings who believe, and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen

The law above confirms the objectives of national education which leads to four aspects, namely religious aspects, moral aspects, intellectual aspects and national aspects. PAI as one of the materials that plays a role in these four aspects will not be able to play an optimal role, if the learning process does not take place conducive

Method

To obtain data related to PAI learning strategies for generation Z, researchers observed PAI learning in schools by specializing in the DKI Jakarta area. The researcher also interviewed 10 (ten) PAI teachers so that they could be known more deeply about the PAI learning process and the strategies chosen by the teacher.

Observations were conducted for 1 (one) semester at the end of 2018 by involving several PKM students (Teaching Activities Program). Also equipped with interviews with PAI teachers in schools that focus on

1. Understanding of the generation being nurtured
2. Strategies so students can focus on learning
3. Strategies so students want to do what is learned.

This study uses a qualitative approach with methods determination of sampling in the form of purposeful sampling, PAI teachers in DKI Jakarta

Results and Discussion

Learning is an educational value activity. Educative values color the interactions that occur between teachers and students. Educative value interaction is because the learning activities carried out are directed towards achieving certain goals that have been formulated before the teaching is done. The teacher consciously conducts his teaching activities systematically by utilizing everything for the sake of teaching. Hope that never disappears and is always a demand teacher is how the lesson material delivered by the teacher can be mastered thoroughly by students.

A learning process becomes conducive if the teacher can pay attention to four things, namely 1) Students as subjects in learning, 2) The way students learn is determined by their cultural background, 3) Majority and personal cultural environment of students and 4) Students' cultural environment as learning resources

Based on observations and interviews with several PAI teachers, researchers tried to understand the condition of students in the view of PAI teachers. The results show a perception that the students they are educating are very different from the experiences they experienced when they were students at school. Although some of the teachers understand the delinquency of adolescence, not a few of them show the challenges that must be faced in dealing with students, including the following,

1. Students are too busy with their gadgets. This is mostly experienced by teachers whose schools do not apply strict rules in the use of cellphones.
2. When students do not hold gadgets, they usually become noisier making the atmosphere not conducive
3. Morals to teachers and others that need to be improved. Moreover, many students imitate the challenges that many see on YouTube and the like, which have come out of the norm of politeness.

This is in line with the findings that today's teachers need to prepare themselves by improving their attitudes and competencies, so that they become figures that inspire their students. (Mucharomah, 2017). The competencies in question, in addition to understanding typical generation Z, also by understanding the strategies, media and suitable methods are given to generation Z.

PAI teachers generally understand the challenges that must be faced; and they also tried to do many things so that classroom learning could be conducive. Among these are in the following way,

1. Establish strict rules for using Handphone during the learning process. Besides prohibiting its use during learning, it also seizes those who use it during the learning process.
2. Using mobile phones that students have as a medium to explore growing religious problems or to improve insight related to religious material.
3. Using strict intonation during the learning process. This is done so that students are more respectful of the teacher and more focused in the learning process.
4. Using learning media that can attract students' attention. In addition to the use of PowerPoints that are combined with images and films that are in harmony with teaching material. Thus, the teacher is required to be able to understand the use of technology-based learning media
5. The involvement of students in the learning process, such as with two-way discussion, role playing or with various methods and media that make students more active in learning

With the rapid changes in technology, inevitably these teachers must begin to learn to transform their learning methods and approaches to meet the needs of the Z Generation students. (Suganda, 2018). Therefore, teachers cannot stutter technology. Computers and devices must become the daily lives of the teachers. Social media and various sources of information and socialization must also be

understood by the teachers so that the teacher will be rich in material and learning methods. Students will not underestimate the teacher.

The ease of Generation Z in accessing information and knowledge dominated in student di Jakarta Easy conditions get information and knowledge through very internet access relevant to the opinion that it teaches children of Generation Z will be difficult if the teacher still applies the period style then, like using the Sit-Listen-Write- Memorize Method (Duduk, Dengar, Catat, Hafal / DDCH). (Pramudianto, 2015). For this reason, the party should be schools and educators adapt to the habits of Generation Z and try to understand how they process information. Educators need to accept that the way learning is changed quickly in this millennial era.

The learning methods used in Islamic Education, especially in formal education institutions are generally only technical and operational in nature so that the learning material of Islamic Education experiences involution, meaning that the delivery of educational material is always tedious and static. Therefore, it is necessary to develop learning models that can provide opportunities for students to be more active and involved in the learning process. (Mukaffan, 2013) Various methods that can increase student involvement and participation can be applied. Because true learning is inspiring students to want to absorb material happily.

Learning religion is not only finished with the delivery of material or just on the cognitive side. Students are expected to be able to carry out religious values and teachings in their daily lives. Thus, students not only learn about what is honest; but also apply how to be more honest. The things that many teachers do so students want to do what is learned are as follows,

1. Be an example and example for students in many ways. The teachers understand that it will be easier for students to be able to do something when they see the teacher directly in doing so.
2. Familiarize students gradually. Teachers understand that value planting cannot be done except in stages so that students become accustomed to carrying out the values or teachings of the religion they understand
3. Give appreciation when students can do a religious value or teaching in their daily lives; and in certain cases, give punishment when students violate certain religious values or teachings.
4. Provide the latest information that supports the importance of religious values or teachings in everyday life

The purpose of education requires a change in behavior and attitudes and qualities of a person, so teaching must take place in such a way that it does not merely provide information or knowledge but must touch the heart and encourage the desire of students to make decisions change and practice them directly throughout human life. Implementation is carried out because in truth, students who study PAI should not just understand the cognitive side; but it is also able to make it animating at the deepest level of consciousness through internalizing the value of religion in itself. (Novayani, 2017)

The researchers also tried to find out the competencies needed by PAI teachers in facing generation Z. Some of the things raised by PAI teachers include the following,

1. The ability to understand Z generation students personally
2. The ability to communicate optimally with Z generation students
3. Increased pedagogical ability to adapt to generation Z
4. Ability to understand instructional media that is in accordance with the needs of generation Z

Thus, PAI teachers are aware of the need in developing their competencies so that they are better able to provide more effective religious insights and are also an inspiration for their students,

especially generation Z. This development of competencies then becomes a program for researchers in their community service by involving lecturers in various fields to be able to enrich the insights and competencies of PAI teachers in DKI Jakarta.

This study is in line with research that states that the tendency of Generation Z which cannot be separated from internet technology can be overcome by technology-based learning methods. The attitude of Generation Z which tends to be individualistic, less sensitive to the environment, likes to do cyberbullying, cybercrime and other problems that are far from humanistic values will give rise to bigger problems if the teacher does not use relevant strategies in educating. The results show that the PAI teacher's strategy in instilling humanist values in Generation Z is through the learning process in the classroom with a variety of PAI learning methods accompanied using technology-based media, one of which is to use the Design for Change method. As a result, students become enthusiastic in learning, obedient in religion, more concerned about humanitarian issues and try to collaborate in finding solutions. This caring virus can be transmitted with internet media and social media that Generation Z has. (Faqihuddin, 2017)

Conclusions

The conclusions in this study show the importance of developing teacher competencies in order to be able to adapt to generation Z. The conclusion is based on observations of students' attachment to gadgets which makes it difficult to focus on learning. Therefore, teachers must be able to apply strict rules in the use of gadgets in the classroom or empower gadgets that students have in order to be able to improve their insight into security.

In addition, teachers are also expected to be able to have the ability to create learning media or teaching methods that increase student involvement in the learning process. Thus, the internalization of religious values and teachings is easier to do.

Another important thing that religious teachers must do is to give examples and familiarize students in implementing religious values and teachings in life. Learning religion is not just about understanding value; but also implement it in everyday life.

Acknowledgments

We would like to show the gratitude and the appreciation to the Ministry of Research and Higher Education and Universitas Negeri Jakarta who has aided and support in conduction the research. lastly, thanks to the religious tourism research team who played a role in enriching this study.

References

- Faqihuddin, A. (2017). Internalisasi Nilai-nilai Humanistik Religius pada generasi Z dengan Design for Change. *Edukasia; Jurnal Penelitian Pendidikan Islam*, 12(2), 263–284.
- Hinduan, ZR; Agia, M. K. (2017). *Generation Z in Indonesia; Psychological Capital. Work Value and Learning Syles*. Bandung: Universitas Padjajaran.
- Mucharomah, M. (2017). Guru di Era Milenia dalam Bingkai Rahmatan Lil Alamin. *Edukasi Islamika*, 2(2), 201–221.
- Mukaffan. (2013). Trend Edutainment dalam metode Pembelajaran PAI. *Tadris; Jurnal Pendidikan Islam*, 8(2), 306–320.
- Novayani, I. (2017). Pembelajaran PAI berbasis Multikultural. *Tadrib*, 3(2), 235–250.

- Pramudianto. (2015). *Mom & Dad as Super Coaches; Metode Coaching dalam Dunia Parenting dan Pendidikan*. Yogyakarta: CV Andi Offset.
- RISTEKDIKTI. (2016). *Pendidikan Agama Islam untuk Perguruan Tinggi*.
- Rouf, A. (2015). Potret Pendidikan Agama Islam di Sekolah Umum. *Jurnal Pendidikan Agama Islam*, 3(1), 188–206.
- Suganda, T. (2018). *Pengelolaan Pembelajaran Generasi Z*. <https://doi.org/10.13140/RG.2.2.23700.60800>