

Strategy for Improving the Quality of Islamic Religious Education for Generation Z in High School through Example and Providing Good Examples

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Abstract - *The quality of Islamic religious education plays an important role in shaping the character and morality of Generation Z, especially at the high school level which is a critical phase of individual development. This generation, which lives in the digital era and is influenced by global culture, requires a learning approach that is relevant and applicable. This research aims to analyze strategies for improving the quality of Islamic religious education for Generation Z through examples and providing good examples. The research method used is a qualitative literature review by analyzing various related academic sources. The results of the research show that the teacher's example as *uswatun hasanah* has a significant influence on the internalization of religious values in students. Generation Z is more inspired by real actions than verbal instructions, so the consistency of teacher behavior is key in building students' emotional connections and trust in religious teachings. In addition, providing good examples through programs based on Islamic values, such as social activities and concrete actions at school, has been proven to increase understanding and application of religious values in students' daily lives. This strategy not only strengthens the learning process but also creates an environment that supports the development of Islamic character. This research recommends collaboration between schools, families, and communities to strengthen the implementation of role models and provide good examples in Islamic religious education. This strategy is believed to be able to produce a generation that is not only intellectually intelligent but also highly moral and competitive.*

Keywords – Quality of Islamic Religious Education, Role Model, Giving Good Examples, Generation Z

INTRODUCTION

Islamic religious education is an important pillar in the formation of the character of the younger generation, especially Generation Z who are facing the challenges of the digitalization era. This generation, which was born amid advanced technological developments, has unique characteristics such as a tendency to visualization, quick access to information, and critical thinking. In this context, improving the quality of Islamic religious education is crucial to

equip them with solid values of faith and morality as a provision to face the dynamics of life [1].

The strategy to improve the quality of Islamic religious education in high school needs to consider approaches that are relevant to the character of Generation Z [2]. The example of educators, both in attitudes, behaviors, and ways of delivering material, can be an inspiration for students. Giving real examples in daily life will make it easier for students to understand the essence of the religious values taught so that they can internalize them in depth [3].

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Generation Z tends to respond positively to things that are authentic and congruent, so educators need to show consistency between what is taught and what is done. This example is not only in the context of learning in the classroom but also in social interaction in the school environment. Thus, Islamic religious education not only becomes a formal subject but also a real-life practice that is relevant to the needs of students [4].

In addition, providing good examples can strengthen the relationship between theory and practical applications in religious education. Students will find it easier to grasp and apply Islamic values if they see them in real form. For example, through school programs such as sharing movements, social activities based on Islamic values, and community development that supports Islamic behavior. These programs are a forum to train students to be able to apply religious values in daily life [5].

By implementing the strategy of exemplary and setting a good example, Islamic religious education can be more effective in shaping the character of Generation Z who are resilient, have a noble character, and can become agents of change in society. This will not only improve the quality of Islamic religious education in schools but also have a long-term positive impact on the formation of a quality and moral generation [6].

OBJECTIVES OF THE STUDY

Improving the Quality of Islamic Religious Education

Improving the quality of Islamic religious education is rooted in the concept of integration between faith values and the development of student's intellectual abilities. According to Islamic education theory, the quality of education is determined by several main factors, namely the relevant curriculum, the competence of educators, effective learning methods, and results- and process-oriented evaluations [7]. Islamic religious education must be able to answer the challenges of the times by providing a deep understanding of creed, worship, and morals, as well as equipping

students with critical and applicative thinking skills [1]. A holistic approach that includes cognitive, affective, and psychomotor aspects is needed to ensure that Islamic religious education is not only theoretical learning but also able to shape students' character as a whole [2].

In addition, Islamic education theory emphasizes the importance of the role of the environment in improving the quality of education. A conducive environment, both at school and outside of school, can encourage students to internalize religious values. The role models of educators and other figures around students, such as parents or community leaders, contribute significantly to the learning process [8]. According to Al-Ghazali, effective education must provide examples of behavior that is by Islamic teachings, because religious values are easier to grasp through observation and direct practice. Thus, the strategy to improve the quality of Islamic religious education needs to emphasize a contextual approach that is relevant to the needs of students, while involving the participation of various parties to create a supportive educational environment [9].

Example

Exemplary is one of the learning methods based on the principles of observation and imitation. In the perspective of Islamic education, exemplary has a central role because moral and moral values are more effectively instilled through real examples than just verbal explanations. The Prophet Muhammad PBUH is referred to as *Uswatun Hasanah* (good example) in the Qur'an (QS. Al-Ahzab: 21), which shows the importance of a leader or educator in showing behavior through religious teachings. This example includes aspects of honesty, patience, sincerity, and discipline that students can imitate in their daily lives. In educational theory, the concept of exemplary is often associated with *modeling*, i.e. when individuals learn by observing the actions and attitudes of others who are considered role models (Qomar et al., n.d, 2024).

The importance of exemplary is also explained in the social learning theory put

forward by Albert Bandura, which states that learning occurs through observation of other people's behavior (observational learning). In the context of education, teachers who behave according to the values taught are a source of inspiration for students [11]. An example is not only about what is taught but how those values are embodied in concrete actions. When educators demonstrate consistency between speech and action, students tend to more easily understand and internalize the values being taught. Thus, exemplars not only strengthen the learning process but also help create an educational environment that supports the formation of students' character [5].

Setting a Good Example

Providing good examples in the context of education is an approach that prioritizes concrete actions as a means of learning. This theory is based on the understanding that students tend to imitate what they see and observe in daily life. As in Albert Bandura's theory of social learning, individuals learn not only through direct experience but also through observation of the actions of others, especially those who are considered models or role models [1]. Giving good examples means showing behaviors that are by the values they want to teach so that students can understand and internalize those values in their life practice. In the context of Islamic religious education, giving good examples includes attitudes that reflect noble morals, such as honesty, empathy, responsibility, and social concern [12].

In addition, the provision of good examples is also influenced by the theory of constructivist learning put forward by Jean Piaget and Lev Vygotsky. In this view, students not only passively receive knowledge, but also actively build meaning from the experiences they acquire. When teachers set a good example, they not only provide information or instructions but also provide a model that students can replicate and understand firsthand. In the context of Islamic religious education, examples given by educators or other adults are a means to illustrate the application of religious values in real situations

[9]. Thus, providing good examples not only enriches the learning process but also shapes the character of students who can apply religious teachings in daily life [13].

MATERIALS AND METHOD

The qualitative research method of literature review is used to analyze and synthesize various reading sources or literature relevant to the topic being researched. This research aims to collect, evaluate, and compile existing information from various previous studies, books, articles and reports that discuss related topics [7]. The qualitative approach in literature review allows researchers to understand more in-depth phenomena, as well as obtain diverse perspectives and theories on how example and a good example can improve the quality of Islamic religious education among high school students. In this process, researchers will look for relevant findings from existing sources and analyze them to find patterns, themes, and gaps in previous studies [14].

The literature review approach also focuses on a critical analysis of the quality, methodology, and findings of existing research. By examining various theories and relevant research results, researchers can identify strategies that have proven effective in improving the quality of Islamic religious education through examples and good examples. Literature reviews also allow researchers to confirm or challenge existing theories and practices, as well as provide new insights based on the conclusions found. This method is very useful for producing evidence-based recommendations to improve the quality of Islamic religious education, especially among Generation Z in high school, through a more contextual and applicative approach [15].

RESULTS AND DISCUSSION

Implementation of Exemplary in Improving the Quality of Islamic Religious Education

Based on the literature reviewed, exemplary has proven to have a significant impact on improving the quality of Islamic religious education for Generation Z in high school. Research shows that students are more

likely to internalize Islamic religious values when they see educators or other authority figures exhibiting attitudes and behaviors consistent with religious teachings. As a generation that is highly connected to the digital world and has a tendency to prioritize authenticity more [6], Generation Z is more easily influenced by real actions than just theory or verbal instruction. The example provided by teachers in terms of honesty, discipline, and simplicity not only improves students' understanding of religion, but also strengthens their moral character. This is in line with the view in Islamic education theory which emphasizes the importance of teachers as *Uswatun Hasanah* (good example) for students [12].

Based on other literature, exemplary is also proven to be a key factor in improving the quality of Islamic religious education for Generation Z in high school. Research by Al-Furqan (2022) shows that teachers' exemplary behavior in living Islamic principles, such as patience, honesty, and discipline, has a positive influence on students' motivation and attitudes. Generation Z, known for their openness to information and tendency to look for real examples, are more likely to follow the behaviors they observe than just accept the teachings theoretically. When teachers show exemplary in terms of worship, social ethics, and respectful interaction, it not only improves students' understanding of Islam but also motivates them to apply it in their daily lives. This shows that exemplary not only strengthens the understanding of religious teachings but also plays an important role in shaping students' moral character, which is very relevant in facing the challenges of modern times [13].

Providing Good Examples in Improving the Quality of Islamic Religious Education

Providing good examples has a significant role in improving the quality of Islamic religious education, especially in connecting religious values with real life. Based on the literature reviewed, students find it easier to understand and internalize the teachings of Islam when these values are conveyed through

real actions that can be observed. For example, teachers who consistently demonstrate mutual respect, honesty, and responsibility provide a first-hand picture of how Islamic teachings are applied in daily life [16]. A study by Hasanah (2021) shows that programs based on good examples, such as sharing with others, community service, or fundraising for social benefits, help students understand the concept of morality in Islam applicatively. This not only improves students' understanding, but also fosters their empathy, sense of social responsibility, and spiritual awareness.

In addition, providing good examples has also proven to be effective in shaping the character of students by Islamic religious values. When teachers or educators set an example of being patient, fair, and compassionate, students are more likely to imitate those behaviors and integrate them into their daily interactions [7]. Generation Z, who tends to learn through observation and hands-on practice, is more inspired by concrete examples than theoretical explanations. Other literature also reveals that the provision of good examples from figures outside the school environment, such as family and community, also strengthens the religious values taught in schools [12]. Thus, providing good examples is not only an effective learning method but also an important strategy for creating an environment that supports the development of the quality of Islamic religious education in a holistic manner [3].

CONCLUSION AND RECOMMENDATION

Strategies to improve the quality of Islamic religious education for Generation Z in high school through examples and providing good examples have proven to be effective in building students' understanding and Islamic character. The role model of teachers as role models plays a central role in the learning process, as Generation Z is more likely to learn through observation of real actions rather than just receiving verbal instructions. The consistency of teachers' behavior that reflects Islamic values, such as honesty, patience, and

responsibility, creates a positive emotional connection and motivates students to internalize religious values in their lives.

In addition, providing good examples through Islamic value-based programs, such as social activities, community service, and cooperation between students, strengthens the practical application of Islamic religious teachings. This strategy not only improves students' theoretical understanding, but also shapes their character into individuals of noble character, social care, and responsibility. To achieve optimal results, collaboration between schools, families, and communities is essential in creating an environment that supports the implementation of this strategy. With this approach, Islamic religious education can answer the challenges of the times and produce a generation that is competitive, religious, and morally high.

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