

ISLAMIC RELIGIOUS EDUCATION AND GENERATION Z ON THE PROFESSIONALISM AND PEDAGOGICAL ADAPTATION OF MADRASAH TEACHERS : A LITERATURE REVIEW

¹Husnul Amin, ²Moh Aman

¹STAI Raudhatul Ulum

Email: husnulamin@stairu.ac.id

²Universitas Muhammadiyah Tangerang

Email: amanthoha@umt.ac.id

Abstract, This literature review investigates the professional challenges and strategies of Islamic Religious Education (IRE) teachers in madrasahs, particularly in the context of Generation Z learners. Characterized by their digital fluency, critical thinking abilities, and preference for interactive learning experiences, Generation Z presents a unique set of expectations that traditional pedagogical approaches often fail to meet. The review identifies several critical challenges faced by IRE teachers, including the digital divide between educators and students, a lack of readiness for experiential learning, and the necessity to contextualize religious material within students' social and cultural realities. To address these challenges, the review recommends several strategies to strengthen the professionalism of IRE teachers. Enhancements in digital literacy and innovative pedagogical training, the development of contextualized teaching modules linking Islamic values to contemporary issues, the implementation of reflective-dialogic approaches in classroom discussions, and fostering collaborative networks among educators are highlighted as essential strategies. By adopting these recommendations, educators can create a more engaging and relevant educational environment that aligns with the needs of Generation Z while instilling a deep understanding of Islamic teachings. Ultimately, this study underscores the importance of adapting Islamic education to meet contemporary demands, thereby contributing to the ongoing discourse on educational reform in Islamic contexts. By doing so, IRE teachers can better prepare students for the complexities of modern society while nurturing their moral and ethical development as future leaders.

Keywords: Islamic Religious Education, Generation Z, pedagogical challenges, teacher professionalism, experiential learning, contextual teaching.

Introduction

In recent years the evolution of education, particularly in Indonesia, has been greatly influenced by the advent of Generation Z, characterized by unique traits and needs that are distinct from preceding generations. Generation Z, individuals born roughly between the mid-1990s and the early 2010s, display high levels of connectivity due to their lifelong exposure to digital technologies and the internet, which has transformed their learning styles and expectations towards education. In the context

of Islamic education, particularly in madrasahs, this change necessitates a significant shaping of pedagogical approaches, teacher professionalism, and curriculum development to prepare students to face contemporary challenges and societal dynamics (Rafi'i & Sapuding, 2023; (Shaturaev, 2021)Haddade et al., 2024). One of the central challenges facing educators in the madrasah system is the integration of technology into the pedagogical framework. The leadership within madrasahs must therefore embrace strategic leadership approaches to optimize educational outcomes through technological advancements. Rafi'i and Sapuding argue that the evolution in Diniyah Madrasah education will rely heavily on effective strategic leadership that promotes the integration of educational technologies (Rafi'i & Sapuding, 2023; . This aligns with the understanding that by optimizing development with advancements such as information technology, educators can create a more engaging and interactive learning environment tailored to Generation Z's expectations and capabilities, catering to their rapidly changing socio-cultural reality Haddade et al., 2024; (Juminah et al., 2023).

Moreover the pedagogical competence of educators plays a crucial role in shaping student character development within madrasahs. Juminah et al. highlight the positive influence of principal pedagogical competence and the establishment of a robust school culture on student character formation in madrasahs (Juminah et al., 2023). This relationship underscores the essential role of educational leaders and teachers who are not only proficient in their content areas but also adept in managing classroom interactions and fostering inclusive environments that reflect the values of Islamic teachings. As these educators adapt their teaching practices, they must also embody the moral and ethical dimensions integral to Islamic education, thereby ensuring a holistic development of students as virtuous citizens. It is evident that a well-structured curriculum is crucial for addressing the needs of Generation Z learners. The curriculum must blend both religious and general education to enhance students' intellectual engagement while reinforcing their cultural and ethical bases (Widdah, 2022; Tarihoran, 2018; (Triantoro et al., 2023). Triantoro et al. assert that the contemporary curriculum must not only emphasize Islamic teachings but also integrate skills that are essential for students to navigate an increasingly complex world, such as critical thinking, communication, and problem-solving (Triantoro et al., 2023). This holistic approach aims to produce graduates who are not only knowledgeable in religious matters but are also equipped for civic engagement and economic participation. In addressing the distinctive challenges posed by a rapidly globalizing world, educational reforms in madrasahs must focus on the professional development of teachers. Research by Widdah indicates that comprehensive management strategies for madrasahs can provide a blueprint for developing the necessary skills and competencies among educators, which are crucial in delivering an effective education that meets the needs of students in this new era (Widdah, 2022; Tambak & Sukenti, 2020). This is further emphasized by the implementation of modern pedagogical approaches such as learner-centered education, which focuses

on tailoring educational experiences to the interests and contexts of students (Tambak et al., 2022). Such pedagogical innovation is vital, given that Generation Z is known for valuing individualized learning experiences and practical applications of knowledge. Moreover financing, as articulated by Shaturaev, is a vital component that impacts the management and effectiveness of madrasah education in Indonesia. The allocation of adequate resources towards technological integration and professional development initiatives is critical in ensuring that educators have both the tools and the skills necessary to foster engaging learning environments (Shaturaev, 2021). However, resource management often varies across institutions, leading to discrepancies in educational quality, which must be addressed to ensure equitable learning opportunities for all students. Pivotal to the success of educational institutions is the role of educational leaders in motivating teachers and fostering a collaborative environment that emphasizes continuous professional growth. Leaders in madrasahs must embody transformative leadership qualities, as highlighted by Sulhan and Rifa'i, to cultivate a culture of innovation and responsiveness within their institutions (Sulhan & Rifa'i, 2023). This aligns with findings from other studies, which reinforce the notion that the quality of education is significantly influenced by the leadership dynamics present in educational settings (Nugroho et al., 2022; Sari & Urcy, 2022). the professionalization of Islamic educators in the context of madrasah education requires a multifaceted approach that emphasizes pedagogical competence, curriculum relevance, technological integration, and transformative leadership. As educators navigate the complexities of teaching Generation Z learners within the Islamic educational framework, it is imperative that they also reflect on their roles as facilitators of both knowledge and character development. The challenges posed by this transformative era necessitate an evolution in teaching strategies and institutional practices, ultimately aiming to enhance the educational journey of students and ensure they are prepared to contribute positively to society. The educational landscape in madrasahs must adapt to the dynamic socio-cultural context to nurture a generation that thrives on knowledge, integrity, and communal values (Rafi'i & Sapuding, 2023; Haddade et al., 2024; Salim & Mustakim, 2021).

Literature Review

Professionalism of Islamic Religious Education Teachers in the Era of Generation Z

The landscape of education has been undergoing remarkable transformations, particularly with the emergence of Generation Z, a cohort characterized by digital fluency, social awareness, and a preference for personalized learning experiences. In this context, the role of Islamic Religious Education (IRE) teachers has become increasingly pivotal, raised to meet the expectations and needs of contemporary learners. This literature review synthesizes current research on the professionalism of

Islamic Religious Education teachers within this rapidly evolving educational framework, focusing on several key aspects: the integration of technology in teaching, the alignment of teacher competencies with student expectations, and the overarching pedagogical strategies suited for the unique attributes of Gen Z

Integration of Technology in Islamic Education

When examining the professional landscape of Islamic education, particularly in madrasahs, the incorporation of technology into teaching methodologies remains crucial. According to Musyaffa et al., developing IT-based strategies for teacher training enhances the educational experience by equipping educators with essential technological competencies that align with the standards of the Technological Pedagogical Content Knowledge (TPACK) framework Musyaffa et al. (2023). This adaptation is particularly pertinent as it allows teachers to engage students through interactive and relevant teaching strategies, responding to the preferences of Generation Z, who are accustomed to digital environments. The necessity for educators to be adept in utilizing educational technology was highlighted in the context of post-COVID-19 adaptations, where teachers exhibited a high readiness to integrate digital tools in their classrooms (Ruswandi et al., 2023). As noted by Supriandi et al., the application of educational technology is not merely supplementary but integral to improving teaching effectiveness within the Islamic education curriculum (Supriandi et al., 2024). The readiness to leverage these technologies indicates not just an adaptation to pedagogical requirements but also demonstrates a commitment to the professional development necessary for modern Islamic educators.

Teacher Competencies and Generational Expectations

An exploration of teacher competencies sheds light on the critical alignment between educators' skills and the characteristics of Generation Z students. Recent studies point to the necessity for educators to undergo continuous professional development, focusing on both content mastery and pedagogical innovation (Amaly et al., 2022). These findings suggest that IRE teachers should not only possess profound knowledge of Islamic teachings but also develop soft skills critical for fostering an engaging learning environment. The Pew Research Center characterizes Gen Z as valuing social responsibility and personal connection, which teachers must recognize and weave into the educational process (Narulita et al., 2019). Jasiah et al. assert that the ongoing implementation of innovative curricula, such as the Merdeka curriculum in Indonesia, demands teachers to be proactive in adapting their instructional methods to meet the evolving educational landscape while incorporating Islamic values (Jasiah et al., 2024). This synergy between pedagogical adaptability and curriculum innovation is vital for promoting student engagement and enhancing educational outcomes in madrasahs, where religious teachings must harmonize with global educational dynamics. In the realm of character education, the role of Islamic

educators becomes even more critical. According to Ayub et al., the character development fostered by IRE teachers significantly influences students' moral compasses and behaviors, defining their identity in both educational and societal contexts (Ayub et al., 2020). This underscores the essence of teachers as leaders who guide students in navigating complex moral landscapes, aligning educational practices with the foundational values of Islam.

Pedagogical Strategies in Islamic Education

The pedagogical strategies employed by Islamic educators play a fundamental role in the development of Generation Z students in madrasahs. A focus on creative teaching approaches has been linked with improved educational experiences, particularly when fostering student engagement (Zulkifli et al., 2022). As outlined by Zulkifli et al., embracing innovative teaching methods, such as collaborative learning and project-based approaches, not only revitalizes the instructional process but also aligns with the intrinsic motivations of contemporary learners (Zulkifli et al., 2022). effective pedagogical strategies also require an emphasis on student-centered learning. Narulita et al. promote teaching methods that resonate with students' interests and cultural backgrounds, facilitating an environment conducive to exploration and inquiry a significant aspect that Generation Z actively seeks in their learning experiences (Narulita et al., 2019). The capacities of educators to harness such strategies accentuate their professionalism, reflecting their adaptability to shifting educational paradigms and their commitment to student success.

Challenges in Teacher Professionalism

Despite the promising developments in the professional landscape of Islamic education, significant challenges persist. Teachers often face barriers related to insufficient resources, a lack of comprehensive training programs, and the need for ongoing support systems. As indicated by Wahyuni et al., mentoring and collaborative professional development models have proven effective in addressing these challenges, providing the needed guidance to enhance teacher performance and student outcomes (Wahyuni et al., 2023). Furthermore, systemic changes are necessary to foster a culture of professionalism within Islamic education that empowers teachers to thrive in their roles. Additionally, the pressure to integrate complex technological tools can lead to professional stagnation for some educators, posing challenges in terms of skill acquisition and adaptation to new teaching paradigms. The literature suggests a pressing need for institutions to prioritize teacher training that addresses both the technical and pedagogical components of modern teaching (Mustakim, 2019), ensuring that educators are fully equipped to meet the demands of their roles.

Research Methodology

This study employs a literature review methodology, aiming to synthesize relevant articles and publications that specifically address the challenges and competencies of Islamic Religious Education (IRE) teachers within the madrasah context, particularly in light of the unique characteristics of Generation Z students. The selection of articles was governed by a strict set of inclusion criteria to ensure the relevance and applicability of the findings. Firstly, the literature considered was published between the years 2015 and 2024, thereby capturing the most contemporary insights and research developments pertaining to educational practices in Islamic religious education. This time frame allows for the examination of shifts in pedagogical practices, educational policies, and the evolving role of IRE teachers, amidst the backdrop of profound technological advancements and the resultant societal changes affecting educational settings. Secondly, the literature was required to concentrate specifically on either the context of madrasahs or Islamic education. This focus is crucial, as it ensures that the findings are contextualized within the appropriate educational framework, allowing for a nuanced understanding of both the challenges faced by educators and the strategies employed to enhance student engagement and learning outcomes in religious education settings.

Moreover, the articles included in this review must present discussions on teacher competencies or pedagogical strategies. This criterion was established to align the scope of the review with the overarching themes pertaining to the professionalism of IRE teachers, their requisite competencies, and the pedagogical innovations necessary to meet the educational needs of Generation Z. The examination of these components provides a comprehensive view of the intersection between teacher professionalism and student learning outcomes within the realm of Islamic education. Following the collection of relevant literature, an in-depth thematic analysis was performed using a narrative synthesis approach. This method facilitated the identification of common themes and patterns across the selected studies, allowing for a thorough understanding of the complexities surrounding IRE teachers' professionalism amid the educational demands of Generation Z. The analysis centered around three primary themes: (1) the challenges inherent to teaching Generation Z, which includes not only the demand for technological proficiency but also the need for engaging, relevant pedagogical approaches; (2) the professionalism of IRE teachers, which encompasses their competencies, ongoing professional development, and adaptability to contemporary educational contexts; and (3) contextual pedagogical strategies that effectively address the unique attributes and learning preferences of Generation Z students. By categorizing the literature in this manner, the study highlights the significance of aligning teaching methods and educator competencies with the evolving landscape of Islamic education, ultimately aspiring to enhance educational outcomes in madrasahs.

This methodological approach not only underscores the complexities of contemporary Islamic education but also opens avenues for further research that

could explore targeted interventions aimed at improving teacher preparedness and educational practices in madrasahs. The synthesis of literature in this manner aims to contribute to the broader discourse on educational reform within Islamic contexts, particularly focusing on the professional development of educators who are at the forefront of nurturing the next generation of learners. By adhering to this meticulous research methodology, the study provides a well-rounded exploration of the current landscape of Islamic education amidst shifting societal dynamics, ensuring a comprehensive and insightful understanding of the role of IRE teachers in the context of Generation Z.

Discussion

Characteristics of Generation Z in the Context of Islamic Education

As we delve into the characteristics of Generation Z within the context of Islamic education, it becomes evident that this generation represents a distinct shift in the paradigm of learning and teaching. Generation Z, typically defined as individuals born between the mid-1990s and the early 2010s, brings new expectations and behaviors into the educational arena, particularly in Islamic settings such as madrasahs. They are described as quick learners, visually oriented, adept at multitasking, yet possessing shorter attention spans compared to previous generations. At the core of their educational experiences lies a rejection of traditional, didactic methods in favor of more relevant, engaging, interactive, and dialogic educational experiences (Asdlori & Yahya, 2023; (Badriyah, 2023; .

This generation tends to be skeptical of absolute authority, preferring educators who approach knowledge as a collaborative pursuit rather than a unilateral transfer of information. As such, the teaching methods utilized in Islamic Religious Education (IRE) must shift from a more doctrinal or rote memorization model to one that encourages dialogue and applicability. The educational process must cultivate a learning environment that fosters critical thinking, reflection, and meaningful discussions, aligning educational content with the lived experiences and realities of students. Education that employs a humanistic approach, utilizing technology and interactive media, has shown promise in addressing the educational needs of this demographic. Asdlori and Yahya discuss how integrating digital media into the learning process can stimulate interest and engagement among students, thereby promoting a richer understanding of religious concepts in alignment with contemporary issues (Asdlori & Yahya, 2023; .

The inherent skepticism characteristic of Generation Z students compels educators to establish more authoritative relationships that are grounded in respect and credibility. Mustaqim highlights the importance of parental perception on students' willingness to engage with Islamic education, suggesting that a modern approach to IRE promotes a more profound understanding of religious principles and

values compared to traditional methods that may be perceived as outdated or irrelevant to students (Mustaqim, 2023). This modern approach requires educators to not only be knowledgeable in Islamic teachings but also to foster skills relevant to navigating contemporary challenges faced by their students. Moreover, the effectiveness of pedagogical strategies significantly influences both motivation and learning outcomes in IRE contexts. Various studies emphasize the need for innovative and activity-based teaching strategies that enhance student engagement (Badriyah, 2023; (Ghani et al., 2023; . Implementing such strategies, such as project-based learning and interactive activities, aligns closely with the expectations of Generation Z learners, who thrive in environments where they can actively participate, collaborate, and apply learning to real-world scenarios. Additionally, Ghani et al. argue that embracing differentiated instructional methods in IRE promotes greater inclusivity and addresses the diverse perspectives and backgrounds that students bring to the classroom (Ghani et al., 2023). The shift toward a more participatory and inclusive form of education also entails an emotional investment from both teachers and students. The current socio-political climate necessitates that educators adopt strategies promoting values like empathy, tolerance, and mutual respect within their classrooms. According to Sopian, fostering a culture of dialogue and inclusiveness not only nurtures a sense of belonging among students but also prepares them for responsible citizenship in a multicultural society (Tlonaen & Saingo, 2023). This is particularly significant in the Indonesian context, where students are educated within a diverse societal framework where respect for differing beliefs is paramount.

In light of these findings, it becomes critical for educators in Islamic institutions to prioritize professional development that encapsulates modern pedagogical techniques and strategies. Teachers need to further develop their competencies in adaptive teaching, integrating technology in meaningful ways, and actively engaging students in their learning processes. For instance, a study by Muaz et al. emphasizes the importance of using interactive methods and multimedia tools to enhance overall learning in IRE, highlighting that such innovations can lead to improved academic performance and better retention of religious teachings (Muaz et al., 2023) (Qisthi et al., 2024). Assessment practices within the Islamic education context should also evolve to reflect these changing dynamics. Traditional assessments often fail to capture the breadth of students' competencies in today's learning environment. Hence, employing formative assessment techniques that provide feedback on learning progress rather than solely measuring knowledge through exams is increasingly necessary for aligning educational practices with the multifaceted learning needs of Generation Z. Approaches focused on continuous assessment and constructive feedback foster an environment where students feel empowered to take control of their learning (Asdlori & Yahya, 2023; Muaz et al., 2023). The characteristics of Generation Z fundamentally challenge traditional pedagogical paradigms within Islamic education. Educators must adapt their teaching methods to create more engaging, interactive, and dialogic learning experiences that resonate with these contemporary students. This not only

enhances student engagement and motivation but also prepares them to navigate an increasingly complex world, integrating their religious identity with the wider societal context. As the realm of Islamic education continues to evolve, so too must the strategies employed by educators, ensuring that they are equipped to meet the needs of a new generation of learners seeking relevance and connection in their educational journey (Ghani et al., 2023; Tlonaen & Saingo, 2023).

Pedagogical Challenges Faced by Islamic Religious Education Teachers

The pedagogical landscape of Islamic Religious Education (IRE) has undergone significant transformations, particularly in light of the emergence of Generation Z. However, educators in this domain continue to encounter several pressing challenges that impede the effective delivery of Islamic education. Among the foremost of these challenges is the digital divide that exists between teachers and their students. This disparity manifests itself in various forms, including differences in access to technology, comfort with digital tools, and engagement in digital learning environments. A study conducted by Wahyuni et al. highlights that many teachers lack sufficient training in integrating technology into their everyday teaching practices, which can negatively impact their students' learning experiences and engagement levels Wahyuni et al. (2023). The ability to bridge this digital gap is critical not only to student learning outcomes but also to maintaining an educational environment that resonates with the needs of today's learners.

Another significant challenge is the pedagogical preparedness of IRE teachers to facilitate experiential learning a method emphasized for its potential to enhance student engagement and retention of knowledge. While experiential learning focuses on hands-on experiences and real-world applications of knowledge, many teachers in the IRE sector still rely on traditional, lecture-based teaching methods that limit student engagement and critical thinking (Amaly et al., 2022). In this regard, Amaly et al. point out that the pedagogical methods employed by many Islamic education teachers often do not align with the interactive and participatory learning preferences of Generation Z, resulting in diminished interest in Islamic studies among students (Amaly et al., 2022). The urgency for professional development in designing and implementing experiential learning opportunities is therefore apparent, as it would empower teachers to craft dynamic learning experiences that resonate with their students' realities and aspirations.

A related issue concerns the limitations in the contextualization of religious material within the broader social and cultural realities experienced by students. Research has shown that when IRE is taught in isolation from students' lived experiences, it fails to capture their interest effectively (Utami et al., 2023). Utami et al. argue that connecting religious teachings to current social issues, ethical dilemmas, and the everyday experiences of students not only enhances relevance but also encourages critical

engagement with the material (Utami et al., 2023). Unfortunately, many educators maintain a monologic and textual approach to teaching, one that is heavily reliant on rote memorization rather than the critical dialogue that Generation Z craves. This pedagogical stagnation often leaves students feeling disenchanted with their education and unprepared to navigate the complexities of modern life.

Teachers' beliefs about authority and knowledge transmission play a pivotal role in shaping classroom dynamics. A study by Fakhrudin illustrates how teacher-centric teaching practices can stifle dialogue and restrict students' ability to engage in critical thinking (Fakhrudin, 2020). In contrast, the Generation Z student population tends to value dialogue where multiple perspectives can be presented, critiqued, and discussed. For IRE teachers, this means moving beyond the simplistic transmission of facts toward fostering an environment where discussion, inquiry, and exploration of diverse viewpoints are welcomed. This egalitarian approach resonates deeply with the intrinsic values espoused by Islam, including justice, mutual respect, and the pursuit of knowledge. The professional development of educators is intricately linked to their confidence in employing innovative pedagogical methods. As noted in recent literature, there is a pressing need for training programs that equip teachers with the skills needed to adapt to the rapidly changing educational environment shaped by digital advancements and new pedagogical frameworks (Evedi, 2022). Teachers must not only be proficient in their content but also possess the ability to utilize diverse teaching strategies that resonate with students' experiences. This can be particularly challenging in Islamic educational settings, where the integration of traditional content and contemporary pedagogy must go hand-in-hand.

Recognizing the importance of continuous professional growth and support for IRE teachers is essential to navigate these pedagogical challenges. Educational policies must prioritize ongoing training opportunities that empower teachers to refine their pedagogical skills and embrace innovative teaching methodologies. This dual emphasis on content knowledge and teaching ability is crucial in fostering an environment that supports engaged learning. As articulated by recent findings, fostering an educational framework that supports teacher autonomy encourages educators to develop their styles in alignment with their students' needs while still rooted in the foundational teachings of their faith (Utari et al., 2024). The challenges faced by Islamic Religious Education teachers are multifaceted and require a collaborative and comprehensive approach to overcome. Addressing the digital divide, enhancing pedagogical preparedness for experiential learning, contextualizing content, and fostering ongoing professional development are critical steps toward ensuring that IRE effectively meets the needs of Generation Z. By strategically navigating these challenges, educators can create a more engaging and relevant learning environment conducive to the holistic development of students. As these efforts take shape, they become instrumental in transforming Islamic education into a vibrant, interactive, and applicable discipline that resonates well beyond the classroom.

Strategies for Strengthening the Professionalism of Islamic Religious Education Teachers

In response to the evolving demands of Generation Z, literature underscores several strategies aimed at reinforcing the professionalism of Islamic Religious Education (IRE) teachers. These strategies are crucial to address the pedagogical challenges that educators face in a fast-changing educational landscape, marked by rapid technological advancements and shifting student expectations. One significant recommendation is the enhancement of digital literacy and innovative pedagogical training, particularly through methods such as flipped classrooms and project-based learning. Koyongian et al. emphasize the importance of instructional supervision that incorporates advanced pedagogical strategies, as these methodologies inherently encourage active learning and foster deeper engagement among students Koyongian et al. (2021). Flipped classrooms, in which students learn content at home and engage in critical discussions or problem-solving activities during face-to-face sessions, challenge the traditional teacher-centric model. Project-based learning similarly allows students to engage with real-world issues, enhancing their critical thinking and collaborative skills, which aligns with Generation Z's preferences for experiential learning (Basri & Suryana, 2023). The development of contextual teaching modules that link Islamic values with contemporary issues such as environmental concerns, digital ethics, and popular culture emerges as another essential strategy. This approach creates a meaningful relevance between religious teachings and students' daily lives. As highlighted by Ilyas and Zulmardi, teachers who can connect curriculum content to real-world challenges are more likely to engage their students effectively and help them explore the intersections of faith and contemporary societal issues (Ilyas & Zulmardi, 2021). This contextualization increases both student engagement and supports critical discussions essential in nurturing informed, active citizens within a diverse society.

Implementing reflective-dialogic approaches in teaching is equally critical for fostering a classroom environment that encourages students to think critically and voice their opinions. By valuing student input in discussions, IRE teachers not only respect students' voices but also promote a culture of inquiry and dialogue that is imperative for contemporary learning environments. In a landscape where Generation Z students are increasingly skeptical of absolute authority, allowing students to engage in discussions about religious matters can foster a deeper understanding and personal ownership of their beliefs (Arvia et al., 2023). Collaboration among IRE teachers can also serve as a vital strategy for developing a responsive curriculum that effectively meets the needs of Generation Z students. Creating networks for collaboration allows educators to leverage shared experiences, challenges, and insights to craft curricula that are more tailored to student needs. This

collaborative approach aligns with the findings of Demusti et al., which emphasize the value of teacher collaboration in enhancing pedagogical practices and addressing learner diversity (Demusti et al., 2024). Additionally, this collaborative effort can extend to include input from students and parents, fostering a community-oriented approach to education that reflects communal values and expectations. Furthermore, fostering an environment of continuous professional development through structured peer-led workshops and training sessions can empower educators to stay up-to-date with the latest pedagogical advancements and tools, particularly in relation to technology. As noted by Rahman et al., professional development is instrumental in enhancing teachers' competencies in both content knowledge and pedagogical practices (Rahman et al., 2024). Workshops that focus on innovative teaching methods, alongside the use of educational technology, can significantly improve IRE teachers' abilities to connect with their students on a technological and experiential level.

In conclusion, the strategies for strengthening the professionalism of Islamic Religious Education teachers are not simply recommendations but essential adaptations in response to the challenges posed by the educational milieu of Generation Z. Enhancing digital literacy, contextualizing learning, implementing reflective-dialogic pedagogy, and fostering collaborative networks stand as foundational strategies to bridge the gap between tradition and the contemporary educational landscape. As these strategies are executed effectively, they not only improve the professional practice of IRE teachers but also enrich the overall learning experience for students, fostering a deeper and more relevant understanding of Islamic teachings in today's world.

Conclusion

The evolving landscape of education, particularly within the context of Islamic Religious Education (IRE), necessitates a profound understanding of the unique characteristics and needs of Generation Z learners. This demographic, marked by their digital fluency, critical thinking, and desire for engaging and relevant educational experiences, presents both challenges and opportunities for educators in madrasahs. The findings from this literature review underscore that traditional pedagogical methods are insufficient to address the complexities of contemporary learning environments, particularly for students who seek a more interactive, dialogic, and applicable approach to their religious education. The literature has identified several critical challenges IRE teachers face, including the digital divide, pedagogical readiness for experiential learning, and the need to contextualize religious instruction within students' social and cultural realities. These challenges are compounded by the persistence of monologic teaching practices that fail to captivate Generation Z's attention and engagement. To enhance the professionalism of IRE teachers in light of these challenges, strategic recommendations have emerged.

Critical among these strategies are the enhancement of digital literacy and innovative pedagogical training, the development of contextual teaching modules, the implementation of reflective-dialogic approaches, and fostering collaboration among teachers. By adopting these strategies, educators can create a more responsive and enriching educational framework that meets the expectations of contemporary learners while instilling a deep understanding of Islamic values. Ultimately, addressing these pedagogical challenges and implementing the recommended strategies will not only strengthen the professionalism of IRE teachers but will also lead to more meaningful and impactful educational experiences for Generation Z students. The adaptation and transformation of educational practices within Islamic education must be ongoing, aligning with both the realities faced by students today and the timeless principles of Islamic teachings. This commitment to continuous improvement will lay the groundwork for a robust Islamic educational experience that resonates with modern realities while nurturing the moral and ethical development of future generations.

References

- Amaly, A., Ruswandi, U., Muhammad, G., & Erihadiana, M. (2022). Pai (islamic religious education) teacher in facing the millennial era challenges. *Al-Tadzkiyyah Jurnal Pendidikan Islam*, 13(1), 47-62. <https://doi.org/10.24042/atjpi.v13i1.9438>
- Amaly, A., Ruswandi, U., Muhammad, G., & Erihadiana, M. (2022). Pai (islamic religious education) teacher in facing the millennial era challenges. *Al-Tadzkiyyah Jurnal Pendidikan Islam*, 13(1), 47-62. <https://doi.org/10.24042/atjpi.v13i1.9438>
- Arvia, A., Hakim, L., & Rianty, I. (2023). Strategi kepala sekolah dalam pengembangan kompetensi profesional guru di sekolah menengah atas negeri 15 merangin provinsi jambi. *Afeksi Jurnal Penelitian Dan Evaluasi Pendidikan*, 4(5), 523-532. <https://doi.org/10.35672/afeksi.v4i5.155>
- Asdlori, A. and Yahya, M. (2023). Konsep pembelajaran pai berbasis media digital melalui pendekatan humanistik. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1877-1886. <https://doi.org/10.29303/jipp.v8i3.1646>
- Ayub, N., Hamzah, M., & Razak, K. (2020). The practice of ta'dib leadership among islamic education teachers. *International Journal of Academic Research in Business and Social Sciences*, 10(3). <https://doi.org/10.6007/ijarbss/v10-i3/7352>
- Badriyah, Y. (2023). Pendekatan berbasis aktivitas dalam pembelajaran pendidikan agama islam terhadap motivasi belajar siswa. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(3), 1843-1853. <https://doi.org/10.54371/jiip.v6i3.1690>

- Basri, D. and Suryana, D. (2023). Analisis tantangan dan strategi pengembangan profesionalisme guru prasekolah. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 7(1), 709-718. <https://doi.org/10.31004/obsesi.v7i1.4126>
- Demusti, O., Hasan, M., Robiah, S., & Ningsih, A. (2024). Dinamika asesmen afektif pada kurikulum merdeka pada mi di jember. *Ideguru Jurnal Karya Ilmiah Guru*, 9(3), 1223-1228. <https://doi.org/10.51169/ideguru.v9i3.1000>
- Evendi, E. (2022). Teacher professional education program in islamic religious education: bibliometric analysis and review. *Prisma Sains Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan Ipa Ikip Mataram*, 10(3), 591. <https://doi.org/10.33394/j-ps.v10i3.5322>
- Fakhrudin, Z. (2020). Pedagogical challenge and resilience of english teachers at islamic schools in ajatappareng area, south sulawesi. *Couns-Edu| the International Journal of Counseling and Education*, 5(4), 147-152. <https://doi.org/10.23916/0020200525540>
- Ghani, A., Ribahan, R., & Nasri, U. (2023). Paradigma diferensiasi dalam implementasi kurikulum merdeka: konteks pembelajaran pendidikan agama islam di sekolah dan madrasah. *El-Hikmah Jurnal Kajian Dan Penelitian Pendidikan Islam*, 17(2), 169-179. <https://doi.org/10.20414/elhikmah.v17i2.8867>
- Haddade, H., Nur, A., Achruh, A., Rasyid, M., & Ibrahim, A. (2024). Madrasah management strategies through madrasah reform program: an evidence from indonesia. *International Journal of Educational Management*, 38(5), 1289-1304. <https://doi.org/10.1108/ijem-05-2023-0236>
- Ilyas, A. and Zulmardi, Z. (2021). Efektivitas kelompok kerja guru dalam peningkatan profesionalisme guru pendidikan agama islam (gpai) sekolah dasar. *At-Tarbiyah Al-Mustamirrah Jurnal Pendidikan Islam*, 2(1), 11. <https://doi.org/10.31958/atjpi.v2i1.3321>
- Jasiah, J., Mazrur, M., Hartati, Z., Rahman, A., Kibtiyah, M., Liadi, F., ... & Fahmi, F. (2024). Islamic teachers' implementation of the merdeka curriculum in senior high schools: a systematic review. *International Journal of Learning Teaching and Educational Research*, 23(4), 394-408. <https://doi.org/10.26803/ijlter.23.4.21>
- Juminah, J., Lian, B., & Putra, A. (2023). The influence of principal pedagogical competence and school culture on student character development in madrasah. *QUANTA J. Kaji. Bimbing. dan Konseling dalam Pendidik.*, 7(1), 29-36. <https://doi.org/10.22460/q.v7i1.3346>
- Koyongian, Y., Rawis, J., Wullur, M., & Rotty, V. (2021). Implementasi supervisi instruksional: pendekatan dan tantangan pengembangan profesionalisme guru. *Jurnal Bahana Manajemen Pendidikan*, 10(2), 48. <https://doi.org/10.24036/jbmp.v10i2.115405>
- Muaz, M., Alawi, D., Ruswandi, U., & Arifin, B. (2023). Urgensi pendidikan agama islam dalam sistem pendidikan nasional. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 574-582. <https://doi.org/10.54371/jiip.v6i1.1474>

- Mustakim, Z. (2019). Managing islamic education curriculum in indonesian schools: best practices and policy recommendations. *Jurnal Penelitian*, 187. <https://doi.org/10.28918/jupe.v16i2.2715>
- Mustaqim, M. (2023). Persepsi orang tua terhadap pendidikan agama islam masyarakat air raya kabupaten natuna kepulauan riau. *Research and Development Journal of Education*, 9(1), 300. <https://doi.org/10.30998/rdje.v9i1.16306>
- Musyaffa, A., B, A., Ichsan, I., Setianto, A., & Hasanah, M. (2023). Examining it-based human resources strategies in islamic higher education and islamic boarding schools in indonesia. *Tafkir Interdisciplinary Journal of Islamic Education*, 4(3), 519-534. <https://doi.org/10.31538/tijie.v4i3.664>
- Narulita, S., Aulia, R., Nugrahaeni, E., Wajdi, F., Mardhiah, I., & Hadiyanto, A. (2019). Religion learning strategies for the z generation.. <https://doi.org/10.2991/icesshum-19.2019.136>
- Nugroho, J., Anshori, A., & Jinan, M. (2022). The headmaster's strategy in improving teachers' professionalism at mi muhammadiyah srebeban. *Interdisciplinary Social Studies*, 1(7), 896-911. <https://doi.org/10.55324/iss.v1i7.146>
- Qisthi, A., Arizky, B., Saputri, D., Zakariya, A., & Rahmadani, C. (2024). Memahami sila-sila dalam pancasila menurut pandangan pendidikan agama islam. *aksioreligia*, 2(1), 1-12. <https://doi.org/10.59996/aksioreligia.v2i1.358>
- Rafi'i, A. and Sapuding, B. (2023). Strategic leadership for technological evolution in diniyah madrasah education: optimizing development with mechanical advancements. *jemr*, 2(1), 1-12. <https://doi.org/10.61987/jemr.v2i1.251>
- Rahman, R., Rukajad, A., & Ramdhani, K. (2024). Peran guru pendidikan agama islam dalam membentuk karakter: kajian literatur pembentukan karakter siswa di sekolah. *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman*, 11(3), 309-320. <https://doi.org/10.31102/alulum.11.3.2024.309-320>
- Ruswandi, A., Firdaus, M., & Ruswandi, R. (2023). Readiness of islamic religious education teachers for digital learning post pandemic covid 19. *International Journal of Ethno-Sciences and Education Research*, 3(3), 77-84. <https://doi.org/10.46336/ijeer.v3i3.465>
- Salim, A. and Mustakim, M. (2021). Madrasah reposition in building community trust in covid-19 era disruption. *Al-Ta Lim*, 28(2), 155-166. <https://doi.org/10.15548/jt.v28i2.694>
- Sari, D. and Urcy, J. (2022). Management of madrasah heads in improving the quality of education. *Al-Fikrah Jurnal Manajemen Pendidikan*, 10(2), 138. <https://doi.org/10.31958/jaf.v10i2.5470>
- Shaturaev, J. (2021). Financing and management of islamic (madrasah) education in indonesia. *Zeszyty Naukowe Politechniki Czestochowskiej Zarzadzanie*, 42(1), 57-65. <https://doi.org/10.17512/znpcz.2021.2.05>

- Sulhan, M. and Rifa'i, I. (2023). Personality competence, authority and change vision; transformative leadership in building madrasah competitive advantage. *Al-Tanzim Jurnal Manajemen Pendidikan Islam*, 7(2), 537-550. <https://doi.org/10.33650/al-tanzim.v7i2.5274>
- Supriandi, S., Haddar, G., Saputri, D., & Halim, C. (2024). Application of educational technology and teachers' competence in improving teaching effectiveness in islamic education curriculum in madrasah aliyah in indonesia. *The Eastasouth Journal of Learning and Educations*, 2(02), 84-96. <https://doi.org/10.58812/esle.v2i02.299>
- Tambak, S. and Sukenti, D. (2020). Strengthening islamic behavior and islamic psychosocial in developing professional madrasah teachers. *Jurnal Cakrawala Pendidikan*, 39(1), 65-78. <https://doi.org/10.21831/cp.v39i1.26001>
- Tambak, S., Sukenti, D., Hanafi, Y., Rianawati, R., & Amril, A. (2022). How does learner-centered education affect madrasah teachers' pedagogic competence?. *Journal of Education Research and Evaluation*, 6(2), 358-366. <https://doi.org/10.23887/jere.v6i2.42119>
- Tarihoran, N. (2018). Exploring the role of madrasah service learning in enhancing capability and promoting human development in banten.. <https://doi.org/10.2991/amca-18.2018.160>
- Tlonaen, N. and Saingo, Y. (2023). Peran ideologi pancasila dalam pembentukan perilaku anti ekstremisme agama. *Jurnal Multidisiplin West Science*, 2(12), 1040-1050. <https://doi.org/10.58812/jmws.v2i12.810>
- Triantoro, M., Erawanto, U., & Sari, H. (2023). Madrasah diniyah learning patterns: curriculum design studies and pedagogical practices. *Al-Hayat Journal of Islamic Education*, 7(2), 534. <https://doi.org/10.35723/ajie.v7i2.355>
- Utami, H., Maksum, M., & Mustofa, T. (2023). Efforts of islamic religious education teachers to improve student learning achievement., 681-688. https://doi.org/10.2991/978-2-38476-102-9_60
- Utari, U., Soraya, S., & Wulandari, Y. (2024). The gradual islamisation of teacher education: current trends and future implications in global inclusive education policy. *jois*, 1(1), 1-16. <https://doi.org/10.35335/zhpdm826>
- Wahyuni, U., Pettalongi, S., Malla, H., & Nurdin, N. (2023). Competence of islamic religious education teachers in the era of globalization: multi case studies at state senior high school in palu city, indonesia. *International Journal of Multidisciplinary Research and Analysis*, 06(12). <https://doi.org/10.47191/ijmra/v6-i12-56>
- Wahyuni, U., Pettalongi, S., Malla, H., & Nurdin, N. (2023). Competence of islamic religious education teachers in the era of globalization: multi case studies at state senior high school in palu city, indonesia. *International Journal of Multidisciplinary Research and Analysis*, 06(12). <https://doi.org/10.47191/ijmra/v6-i12-56>

high school in palu city, indonesia. *International Journal of Multidisciplinary Research and Analysis*, 06(12). <https://doi.org/10.47191/ijmra/v6-i12-56>

Widdah, M. (2022). Madrasah management strategy as the education base for religious cadre. *International Journal of Learning Teaching and Educational Research*, 21(11), 227-242. <https://doi.org/10.26803/ijlter.21.11.13>

Zulkifli, H., Tamuri, A., & Azman, N. (2022). Understanding creative teaching in twenty-first century learning among islamic education teachers during the covid-19 pandemic. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.920859>

Copyrights

Copyright for this article is retained by the author(s)

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license This work is licensed under a Creative Commons Attribution 4.0 International License

