

# Transmission Of The Values Of Monotheism Through Digital-Based Educational Games: Innovation In Islamic Religious Education In The Gen Z Era

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## Abstract

The development of digital technology has given birth to a new generation characterized by visual, interactive learning, and integration with digital media. Generation Z requires a religious education approach that is adaptive to their learning style, especially in transmitting the value of monotheism as the core of Islamic teachings. This study aims to explore the effectiveness of digital educational games in transmitting the value of monotheism to elementary school students. The approach used was a qualitative case study method at one of the Islamic Elementary Schools in South Jakarta that applies digital media in Islamic Religious Education learning. Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation studies. The results of the study indicate that educational games based on the value of monotheism are able to create an immersive and reflective learning experience, as well as improve students' spiritual understanding cognitively and affectively. Visual narratives, moral challenges, and interactivity in the game become effective means of internalizing values that are relevant to the characteristics of Generation Z. The conclusion of this study emphasizes the importance of integrating religious content and technology in transformative learning design. The transmission of the value of monotheism through digital educational games has proven to be an innovative strategy in grounding spiritual values in the digital era full of ideological and cultural challenges.

**Keywords:** Digital educational games; Generation Z; Tauhid.

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## Introduction

The massive development of information and communication technology in the 21st century has given birth to a new generation known as Generation Z, namely individuals born between mid-1997 and early 2012. This generation grew up in a very intense digital environment, so that their learning patterns, cognitive characteristics, and media preferences are greatly influenced by the presence of digital technology. In the context of education, Generation Z tends to desire interactive, visual, and responsive learning processes, and has a high interest in digital-based media such as video, animation, and games. Therefore, conventional methods that focus on one-way lectures are no longer adequate in conveying essential values, including in the realm of Islamic religious education.

Amidst the currents of modernization and globalization, which bring with them transnational values and secular ideologies, the transmission of the value of monotheism (tawhid) has become an



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urgent and unsustainable necessity. Tawhid, as the core of Islamic teachings, is not merely a theological concept but also the foundation for the formation of a Muslim's character, ethics, and spirituality. However, the transmission of the value of monotheism is often normative and agnostic, making it less able to address the realities of today's students. In this context, the transmission of the value of monotheism requires an approach that is not only informative but also transformative and applicable to respond to the contemporary ideological and cultural challenges faced by Generation Z (Fatikhasari et al., 2025).

The use of digital educational games in religious education is a promising form of pedagogical innovation that bridges the gap between sacred religious material and profane digital media. Educational games not only capture students' attention but can also be used as a means of character and value formation through simulations, stories, and challenges that stimulate thought and emotion. From a social constructivist perspective, game-based learning enables interaction between students and meaningful content, allowing values such as monotheism to be internalized through immersive and meaningful learning experiences. Thus, educational games based on Islamic values are a strategic medium for grounding the teachings of monotheism in the digital generation.

Research conducted by Ramlan (2025) shows that integrating digital media into values learning can improve conceptual understanding, active participation, and strengthen students' morality. In this regard, educational game designs that include narrative elements based on monotheistic values, such as the oneness of Allah, the avoidance of polytheism, and belief in divine power and mercy, can be effective instruments in the process of internalizing faith values. Through missions and challenges in the game, students not only understand concepts cognitively but also experience them through reflection and action. This strategy aligns with a holistic educational approach that integrates cognitive, affective, and psychomotor aspects in a balanced manner.

Besides being an innovative medium for religious learning, the use of digital educational games also has a significant social dimension. Games designed with monotheistic values not only serve as a means of conveying moral messages but also serve as virtual social spaces where students can interact, discuss, and collaborate in completing missions containing monotheistic messages. This supports the formation of collaborative and religious learning communities in a format that suits the digital lifestyle of Generation Z. Gamification in education can create a more enjoyable and sustainable learning experience if it is pedagogically designed and value-rich (Sagala, 2025).

The transformation of Islamic religious education lies not only in the shift in media and technology used, but also in a new perspective on the learning process itself (Rafsanjani et al., 2024). Religious education, previously dogmatic and static, must be developed into a dynamic process that is contextual, communicative, and participatory. Digital approaches, including the use of educational games, open up opportunities to create learning that not only conveys religious information but also fosters students' spiritual awareness and moral responsibility towards divine values (Darmayanti et al., 2024). Within this framework, transmitting the values of monotheism through digital media is a form of contemporary da'wah that is progressive and adaptive to the times.

Furthermore, transmitting the values of monotheism through digital media is also part of the digital religious literacy strategy necessary in the information age. This literacy encompasses not only the ability to access and understand religious content digitally, but also the ability to filter information, distinguish between authentic values and ideological distortions, and build a healthy religious identity in the digital space (Ardiansyah et al., 2024). Therefore, educational game design must consider valid content, in-depth narratives, and transformative values, so that they are not only recreational but also spiritually and morally educational.

Thus, innovation in Islamic religious education through digital educational games that convey the values of monotheism is a strategic response to the learning needs of Generation Z. This approach not only offers a solution to the declining interest in conventional religious learning but also opens up space for creativity, collaboration, and the internalization of Islamic values in a more relevant and contextual form. Collaboration between educators, game developers, and Islamic education experts is key to ensuring that digital media can be an effective vehicle for cultivating monotheism values amidst the challenges of the times.

## Methodology

This research uses a qualitative approach with a case study type, which was chosen to explore in depth the process of transmitting the value of monotheism through digital educational games in

Islamic Religious Education learning. Case studies are considered appropriate because they are able to capture the reality of education contextually, especially in the social and digital cultural situations surrounding students in the Generation Z era. This approach allows researchers to intensively analyze how spiritual values such as monotheism can be packaged and internalized through student interactions with pedagogically designed digital content.

The research location was purposively determined, namely one of the Madrasah Ibtidaiyah (Islamic elementary schools) in South Jakarta that has implemented digital educational games in religious learning. This location was chosen based on the consideration that the school actively integrates digital media in teaching and learning activities, including in the realm of Islamic values learning. The research subjects consisted of fifth and sixth grade students who are direct users of the digital media. In addition, Islamic Religious Education teachers, parents of students, and developers of digital educational content (if available) were involved as supporting informants to strengthen the validity of the data.

Data collection was conducted through three main, complementary techniques. First, participant observation was used to directly observe the learning process involving a digital game based on the values of tawhid. This observation aimed to capture the dynamics of student interactions with the game, both in terms of cognitive and affective responses, as well as how the game content stimulates reflection on spiritual values. Second, in-depth interviews were conducted with Islamic Religious Education (PAI) teachers, students, and parents to explore perceptions, experiences, and the impact of using educational games on the understanding and internalization of tawhid values in everyday life. Third, a documentation study was conducted to examine teaching materials, game structure, syllabus, user guide, and student reflections recorded in teacher notes or evaluation reports.

Data analysis was conducted using Miles and Huberman's interactive model, which includes three stages: data reduction, data presentation, and conclusion drawing and verification. The data reduction process involved sorting data from observations, interviews, and documentation to identify patterns relevant to the research focus, namely the transmission of monotheistic values. The data presentation was then designed in narrative or visual form (matrix or chart) to facilitate interpretation of the learning dynamics that occurred. The final stage was conclusion drawing and verification, in which researchers identified key findings that explain how monotheistic values are transmitted through digital educational games and how these values are received and understood by students.

To ensure the validity and legitimacy of the data, this study employed source and method triangulation techniques. Source triangulation was conducted by comparing information obtained from various informants teachers, students, and parents to determine the consistency or differences in views regarding the effectiveness of digital media in instilling the value of monotheism. Method triangulation was conducted by verifying the consistency between observations, interviews, and documentation as a form of cross-confirmation between the data. Furthermore, member checking was conducted with key informants to ensure that the researcher's interpretations truly reflected the experiences and perceptions intended by the research subjects.

Through this approach, the research not only seeks to describe how digital media is used in teaching the values of monotheism, but also analyzes the depth of meaning of the pedagogical interactions that occur within it. Thus, the research results are expected to provide theoretical contributions to the development of technology-based Islamic religious education models, as well as provide practical insights for Islamic Religious Education teachers in designing learning relevant to the characteristics of the digital generation. The use of educational game media, studied in a real-life school context, is expected to provide empirical evidence that Islamic values do not lose their essence when conveyed through modern and contextual media.

## Results and Discussion

The rapid development of digital technology has driven significant changes in learning methods, including in Islamic Religious Education. Generation Z, growing up amidst the digital age, requires an educational approach that is adaptive, interactive, and relevant to their characteristics. One promising innovation is the use of digital-based educational games as a means of transmitting the values of monotheism. Through gamification elements such as challenges, stories, and rewards, religious values can be creatively packaged, increasing engagement, understanding, and internalization of Islamic

teachings. This innovation not only addresses the need for learning that suits the learning styles of the digital generation but also opens up new opportunities to strengthen Islamic identity in the modern era.

**Table 1.** Inventory of Gamification and Digital Media Research in Islamic Religious Education

No.	Journal Title	Main Focus	Method / Type of Study
1	Integration of Islamic Gamification Strategy in PAI Learning to Increase Gen Z Student Engagement	Islamic gamification strategies to increase Gen Z learning engagement	Qualitative / Field study
2	Gamification in Islamic Religious Education: The Effectiveness of Interactive Learning for Gen Z Muslims	The effectiveness of gamification elements (levels, rewards) in Islamic Education learning	Qualitative study
3	Islamic Religious Education through Digital Platforms: Advantages and Challenges in Religious Literacy for the Younger Generation	Utilization of digital platforms to increase Islamic religious literacy	Literature review
4	Implementation of Educational Games for Islamic Religious Education Learning in the Digital Era	The use of digital games in understanding PAI material (beliefs & worship)	Qualitative descriptive
5	Gamification in Faith Learning: Efforts to Cultivate the Value of Monotheism in the Alpha Generation	Transmission of the values of monotheism through game elements based on challenges and stories	Qualitative study
6	Designing Tauhid-Based Educational Games for Early Childhood	Educational game design based on monotheism values with the ADDIE model	R&D / Design testing
7	Analyzing the Effectiveness of Teaching Tawhid through Audiovisual Media	The effectiveness of audiovisual media in learning the values of monotheism in elementary schools	Case study
8	Gen Z Religious: An Innovative Learning Platform for Zakat	Interactive digital platform in zakat learning as an innovative approach	R&D / Qualitative
9	Islamic Teaching for Generation Z: Inclusive and Creative Approaches in the Book "Islam for GenZ"	A creative approach to teaching Islam for Gen Z	Study of book content
10	Technology-Based Islamic Education: Building Inclusive, Adaptive, and Future Ready Learning Foundations	Islamic education innovation framework based on digital technology	Literature review

The transformation of Islamic religious education in the digital era has become an inevitable necessity with the emergence of Generation Z, who grew up in a digital ecosystem. This generation is considered digital natives, individuals who have been familiar with gadgets, the internet, and interactive media since childhood (Sibagariang, 2024). Therefore, delivering religious materials such as monotheism to this generation requires an approach that aligns with their way of accessing and processing information. In this context, digital educational game-based learning is a relevant strategy to reach their visual, fast-paced, and interactive learning style.

The gamification approach in Islamic Religious Education (PAI) learning has been proven to significantly increase student engagement. According to Sujiah (2025), gamification is the use of game elements in non-game contexts, including education, to increase user motivation and participation. This is supported by the results of studies in journals numbered 1 and 2 in the table, which show that the use of features such as scoring systems, badges, and challenges in Islamic Religious Education learning makes students more active and involved in the process of learning Islamic values, particularly the values of faith. Thus, gamification is not just about entertainment, but also an effective pedagogical instrument.

The value of monotheism, a key pillar of Islam, is often considered abstract and difficult to explain to children and adolescents. However, recent research shows that digital media based on visual narratives can bridge this abstract concept into a concrete and communicative form. Interactive media can stimulate students' reflective and spiritual thinking skills, especially when the content is packaged with a touching storyline and strong visual symbols (Mahdi & Zein, 2024). Educational games can creatively package the message of monotheism, for example through characters, moral challenges, or value simulations within the gameplay (Rozak, 2025; Dimyati, 2025).

Audiovisual media also plays a significant role in developing students' religious understanding. Research by Muna & Azizah (2021) found that audiovisual-based media helps instill religious values through multisensory learning experiences, involving the five senses and emotions. This is in line with the findings of Salwa & Yusuf (2024), who used a case study approach to demonstrate that elementary school students more easily grasp the concept of monotheism when presented through animations and short videos involving sound, images, and Islamic narratives. This effectiveness lies in the ability of audiovisuals to penetrate students' affective aspects, not just their cognitive ones.

In terms of methodology, the diversity of approaches used in these journals reinforces the belief that studies of digital-based religious education innovation can be examined multidimensionally. According to Creswell & Poth (2018), a qualitative approach is highly suitable for exploring contextual social and educational phenomena, such as student interactions with Islamic value-based digital media. The R&D approach, as in Ulum et al. (2024), allows for the development of teaching materials based on students' real-world needs and empirical testing results. This combination of methods makes the study of Islamic education more dynamic and applicable.

The adaptive characteristics of Generation Z demand a religious learning model that is not only normative but also personal and dialogical. Islamic learning for the younger generation must be participatory and contextual to meet the challenges of the times (Fiqriani et al., 2025). This is reflected in Habibah & Iksan (2024), who highlight how the creative narrative in the book "Islam for Gen Z" can build students' emotional connections to Islamic teachings, including the value of monotheism. Thus, a humanistic and personal approach through digital media bridges the gap between spiritual values and the world of students.

Technology-based religious education is also part of the digital religious literacy movement, an effort to educate the younger generation to understand and practice religious values in the digital ecosystem. According to Adedo & Deriwanto (2024); Subakti (2025), digital religious literacy encompasses students' ability to recognize valid religious content, critically understand spiritual messages, and express their religious identity in a healthy manner in the digital space. Therefore, tauhid-based educational games are not only learning tools but also part of the formation of a resilient digital religious identity.

Virtual narratives in educational games have unique pedagogical power. Learning through narrative helps individuals construct meaning and connect knowledge to life experiences (Bengkiuk et al., 2025). In the context of learning about monotheism, narratives embedded in game play can depict a character's struggle to adhere to monotheism, avoid polytheism, or face trials of faith.

Innovation in Islamic religious education through digital media is also part of the vision of transformative education. According to Mezirow (1991) in Nawawi et al. (2024), transformative education must be able to change students' perspectives on themselves, the world, and their social reality. In this regard, conveying the values of monotheism through interactive media such as games or videos not only informs but also encourages students to reflect on their spiritual existence in real life. This means that digital media has the potential to be a transformative tool that awakens awareness of faith and fosters a personal relationship with God.

Considering the findings from the analyzed journals and supported by the latest theoretical foundations, it can be concluded that the transmission of monotheistic values in the

digital era requires the integration of Islamic substance and interactive educational media (Shalehah et al., 2025). Educational games, audiovisual media, and digital narratives have proven capable of bridging abstract spiritual teachings into imaginative and concrete learning experiences. These innovations not only enhance students' cognitive understanding but also foster their emotional and spiritual engagement. Islamic religious education in the Gen Z era must be adaptive, creative, and based on the psychosocial needs of digital learners..

## Conclusion

Based on descriptions and findings from various journals and supported by scientific theory, it can be concluded that transmitting the values of monotheism in the digital era requires a transformative and contextual approach. Generation Z, as the primary subject of learning, exhibits a tendency toward interactive, visual, and immersive digital experience-based learning. In this context, educational games and audiovisual media are effective means of bridging abstract values such as monotheism into concrete forms that are easy to understand and internalize. The gamification approach has been proven to increase student active engagement in the religious learning process, from both cognitive and affective aspects. The use of virtual narratives rich in spiritual values provides a learning experience that is not only informative but also reflective and inspiring. Interactive media also serves as a tool to strengthen digital religious literacy that is critical, creative, and adaptive to the challenges of the times. The diversity of methods used in the research, ranging from qualitative studies and case studies to R&D, demonstrates academic commitment to developing values-based pedagogical innovations. This research emphasizes that Islamic religious education cannot be satisfied with a traditional approach but must transform to reflect contemporary social, cultural, and technological dynamics. The transmission of monotheistic values through digital media does not diminish their spiritual essence, but rather broadens their reach and depth of understanding. With the right design, digital media can become a relevant, engaging, and indelible vehicle for preaching. Therefore, the integration of religious content and technological approaches must be developed collaboratively and sustainably. Islamic religious education in the future must build a holistic and meaningful synergy between values, technology, and humanity.

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