THE EFFECTIVENESS OF ISLAMIC EDUCATION LEARNING THROUGH INTERACTIVE APPROACHES FOR GENERATION Z STUDENTS

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Islamic Religious Education and interactive approach	Generation Z exhibits distinct characteristics, including a strong affinity for technology and a preference for dynamic and interactive learning methods. This study examines the effectiveness of interactive approaches in Islamic Religious Education (PAI) for Generation Z students, employing a qualitative methodology with a case study approach. Data were collected through interviews, observations, and document analysis across several secondary schools in Indonesia. The findings reveal that interactive methods, such as digital media, group discussions, and role-playing, significantly enhance student engagement, comprehension, and the application of Islamic values in real-life contexts. Additionally, the study identifies challenges such as limited technological infrastructure and varying levels of teacher readiness. Teachers who undergo intensive training in educational technology and demonstrate creative adaptability overcome these barriers effectively. The research highlights the importance of collaboration, contextual learning, and institutional support in sustaining interactive methodologies. Future directions include integrating emerging technologies like virtual reality (VR) and artificial intelligence (AI) to further enrich the learning experience. This study concludes that interactive approaches are highly effective in addressing the educational needs of Generation Z, provided there is adequate investment in teacher development and technological infrastructure. These methods not only enhance PAI learning outcomes but also prepare students to apply Islamic values in navigating the complexities of the modern world.

A. INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' character and personality. In the era of globalization, the ability to think critically is one of the main skills that students must have in order to be able to face the challenges of the times. However, PAI learning methods that are still dominantly lecture-based are considered less effective in developing this ability. Problem solving-based learning strategy is a relevant alternative because it encourages students to actively think, analyze, and solve problems systematically. This learning allows students to explore religious values in the context of real life, making it more applicable and meaningful.

Islamic Religious Education (PAI) plays a crucial role in shaping students' character, particularly in addressing the challenges of modern times such as globalization and digitalization. According to Dalimunthe and Pohan, technological advancements and the dynamics of the modern world compel religious education to adopt approaches relevant to the current generation's needs (Dalimunthe, 2023). Generation Z, born during a period of rapid technological development, exhibits unique characteristics such as a tendency toward digital technology and a preference for interactive learning methods. A study by Fauziyah et al confirms that the use of technology-based learning media, such as the Canva application, can enhance students' learning motivation and make learning more engaging (Fauziyah et al., 2022).

Digital technology has become an essential tool in supporting effective PAI learning. Oktavia and Khotimah indicate that digital-based learning methods, such as mobile applications and interactive multimedia, help students integrate Islamic religious values into their digital live (Oktavia & Khotimah, 2023). However, the traditional approaches that still dominate PAI are often perceived as monotonous and less relevant to the current generation's needs. According to Ridwan et al, teaching methods such as active discussions significantly improve student engagement while fostering critical thinking and collaboration (Ridwan et al., 2023). Iinteractive approaches are often recommended as solutions. Waty emphasizes that e-learning applications like Classpoint facilitate more efficient and relevant interactive learning for students in the digital age (Waty, 2023).

In addition to technology, pedagogical approaches such as active learning also play a vital role. Nasution and Suyadi found that active learning methods in PAI not only enhance learning outcomes but also strengthen students' social interactions (Nasution & Suyadi, 2020). Challenges in implementing technology-based learning cannot be ignored. Issues such as limited facilities, lack of teacher training, and unprepared schools are significant obstacles to adopting these methods (Fauziyah et al., 2022). On the other hand, integrating Islamic values with technology opens up great opportunities to make religious teachings more contextually relevant for students. A study by Musyafak and Subhi highlights that combining Islamic values and technology can produce morally and spiritually strong individuals in the era of the Industrial Revolution 5.0 (Musyafak & Subhi, 2023).

Interaction between teachers and students also becomes a key factor in the success of interactive learning. According to Ema and Hafid, a communicative and active learning environment can create meaningful and enjoyable learning experiences.(Muslih & Roslaeni, 2024) Furthermore, well-designed interactive learning can help students connect religious concepts with their daily lives. Fauziyah et al found that students more easily understand abstract concepts through technology-based

learning media.(Fauziyah et al., 2022) Methods such as gamification are also being applied to increase students' interest and motivation. Milidar notes that this approach offers a more engaging and competitive learning experience, which aligns with the characteristics of millennial and Generation Z students.(Milidar, 2024) The importance of collaboration and creativity-based learning cannot be overlooked. Research by Idris et al emphasizes that the use of technology in group discussions enhances students' understanding and application of religious values (Idris et al., 2023).

Additionally, project-based learning methods have demonstrated their effectiveness in PAI. This method allows students to explore and practice religious values through activities relevant to real-life scenarios.(Waty, 2023) Institutional support also becomes key to the successful implementation of interactive methods. A study by Oktavia and Khotimah stresses that investment in educational technology infrastructure is a crucial step toward improving the quality of PAI learning (Oktavia & Khotimah, 2023).

Despite the growing body of research highlighting the advantages of integrating technology and interactive learning in Islamic Religious Education (PAI), there remains a significant gap in understanding the specific impact of these methods on the learning engagement and spiritual development of Generation Z students. While studies such as those by Fauziyah et al emphasize the effectiveness of applications like Canva in improving learning outcomes,(Fauziyah et al., 2022) and Oktavia and Khotimah explore the role of digital tools in making Islamic education relevant in the digital age,(Oktavia & Khotimah, 2023) there is limited exploration of how these technologies address the unique spiritual and ethical needs of students in different socio-cultural contexts. Furthermore, research often focuses on the general effectiveness of interactive methods,(Nasution & Suyadi, 2020) but specific strategies to bridge the gap between theoretical Islamic teachings and their application in real-world scenarios remain underexplored. Addressing these gaps is essential to ensure that PAI methods are not only engaging but also foster a deep understanding of Islamic values that resonate with students' lived experiences.

In the digital era, innovative and adaptive teaching strategies are necessary to ensure that young generations not only comprehend Islamic values but also apply them in their daily lives. Therefore, transforming teaching methods is imperative to address the challenges and opportunities of modern times. Previous research shows that problem-solving-based learning has a positive influence on critical thinking skills in various subjects. However, specific studies in the context of PAI are still limited. Therefore, this study focuses on the effect of problem solving approach in PAI learning on students' critical thinking skills. The problems to be answered in this study are: (1) How much influence does problem solving-based PAI learning have on students' critical thinking skills? (2) Is this method more effective than conventional learning methods?

B. METHOD

This type of research uses a qualitative method with a case study approach (Sugiyono, 2020). The location selection was done by purposive sampling by considering the diversity of student backgrounds and the level of technology adoption in schools. The main data was collected through in-depth interviews with PAI teachers and Generation Z students. In addition, direct observations were made of the learning process in the classroom, especially sessions that used interactive approaches. The

researcher also analyzed documents such as lesson plans and teaching materials used. Interview questions were designed to explore students' perceptions of the interactive approach, as well as the challenges faced by teachers in implementing this method. Observation was conducted for six weeks to monitor the learning process directly. The focus of the observation included the interaction between teachers and students, the level of student engagement, and the use of technology in learning. Data analysis was conducted using a thematic approach. Data obtained from interviews, observations, and documents were analyzed to identify key themes related to the effectiveness of the interactive approach. Data validation was conducted through source triangulation to ensure the accuracy of the findings. This approach was chosen because it provides flexibility in exploring complex phenomena such as the effectiveness of interactive methods in the context of PAI learning (Yusuf, 2018).

C. RESULT AND DISCUSSION

The findings from this research highlight the multifaceted benefits of the interactive approach in enhancing Islamic Religious Education (PAI) for Generation Z students. Building upon the existing results, additional insights are presented below.

1. **Improved Student Engagement through Technology**

The use of digital media in Islamic Religious Education (PAI) lessons provides a transformative way to captivate students' interest and participation. Generation Z students, who are digital natives, thrive in learning environments where technology plays a central role. According to Oktavia and Khotimah, integrating multimedia tools such as videos, animations, and interactive slides into lessons can break the monotony of traditional lecture-based teaching, creating a more dynamic and engaging classroom experience.(Oktavia & Khotimah, 2023) This approach also allows for personalized learning experiences, enabling students to revisit materials at their own pace, thereby enhancing comprehension and retention.

Moreover, online quizzes and gamified learning platforms such as Kahoot and Quizizz have proven to be effective in fostering engagement. These platforms introduce elements of competition and instant feedback, which resonate well with Generation Z's preference for interactive and rewarding experiences. As Fauziyah et al highlight, students are more likely to stay focused and motivated when lessons incorporate elements of play and challenge.(Fauziyah et al., 2022) The immediacy of feedback in such tools helps students identify their strengths and weaknesses, encouraging them to take a more active role in their learning journey.

In addition, the use of digital tools aligns with broader educational trends emphasizing the importance of technology integration in fostering 21st-century skills. Dalimunthe and Pohan assert that digital media not only engages students but also equips them with critical digital literacy skills, which are essential in navigating modern life.(Dalimunthe, 2023) These skills include the ability to analyze and synthesize information from various sources, collaborate virtually, and use technology ethically. Therefore, the integration of technology in PAI lessons not only enhances engagement but also prepares students for challenges beyond the classroom.

2. **Facilitation of Deeper Understanding through Group Discussions**

Group discussions create a learning environment that encourages active participation and knowledge construction among students. By engaging in discussions, students are not only exposed to diverse perspectives but are also encouraged to refine

their understanding of Islamic teachings through critical analysis. According to Ridwan et al, group discussions in Islamic Religious Education (PAI) foster a sense of collaboration, where students learn to appreciate differing opinions while simultaneously articulating their thoughts more effectively.(Ridwan et al., 2023) This interactive process enhances their comprehension and retention of religious concepts, making them more applicable to real-world scenarios.

Additionally, discussions provide an opportunity for students to practice the values embedded within Islamic teachings, such as respect, empathy, and tolerance. When guided by a teacher, these discussions become a platform for students to debate ethical dilemmas or explore the relevance of religious principles in modern contexts. Fauziyah et al highlight that such activities not only deepen understanding but also develop students' ability to apply theoretical knowledge to practical situations.(Fauziyah et al., 2022) This experiential learning aspect is particularly valuable in preparing students to navigate complex moral decisions in their daily lives.

Moreover, group discussions contribute to the development of soft skills, such as communication, teamwork, and problem-solving. Dalimunthe and Pohan emphasize that these skills are integral to holistic education, enabling students to grow not only intellectually but also socially and emotionally.(Dalimunthe, 2023) In the context of PAI, this means students are better equipped to engage with their peers, family, and community in ways that reflect the core values of their faith. Thus, group discussions serve as a powerful tool in transforming classroom learning into meaningful, life-enhancing experiences.

3. Role-Playing as a Tool for Moral Application

Role-playing activities in Islamic Religious Education (PAI) provide a dynamic avenue for students to internalize and practice religious values. By simulating real-life scenarios, students gain firsthand experience in applying concepts such as honesty, compassion, and accountability. Dalimunthe and Pohan emphasize that role-playing bridges the gap between theoretical knowledge and practical application, enabling students to see the relevance of religious teachings in their daily interactions.(Dalimunthe, 2023) This method enhances both cognitive understanding and emotional engagement, as students immerse themselves in relatable situations that demand critical thinking and ethical decision-making.

In addition to fostering a deeper connection to the material, role-playing also develops students' empathy and interpersonal skills. When students act out scenarios involving moral dilemmas or community interactions, they learn to consider multiple perspectives and the potential consequences of their actions. Ridwan et al highlight that this experiential learning approach cultivates a sense of responsibility and compassion, as students are encouraged to reflect on how their decisions align with Islamic principles.(Ridwan et al., 2023) For example, a role-play exercise on resolving conflicts might help students practice patience and effective communication, both of which are essential for fostering harmony in diverse communities.

Furthermore, role-playing creates an engaging and supportive learning environment where students feel safe to explore and express their understanding of religious values. Waty notes that interactive methods such as role-playing stimulate active participation and reduce the passive absorption of information, leading to better retention and application of concepts.(Waty, 2023) Teachers can further enhance these activities by providing constructive feedback and linking the scenarios to real-world

challenges faced by students. This ensures that role-playing is not only an educational tool but also a means of personal and moral growth, preparing students to embody Islamic values in their lives effectively.

4. **Challenges in Technology Infrastructure**

The disparity in technological infrastructure across schools poses a significant obstacle to implementing interactive learning methods in Islamic Religious Education (PAI). Many schools, especially in rural or underserved areas, lack access to basic technological tools such as computers, projectors, or reliable internet connectivity. Waty highlights that these limitations not only hinder the adoption of digital learning platforms but also create inequities in educational opportunities, with students in underprivileged regions being left behind.(Waty, 2023) This gap underscores the urgent need for targeted investments by educational authorities to bridge the digital divide and provide equal access to technological resources.

Beyond the lack of physical infrastructure, the maintenance and upkeep of existing technologies also present challenges. In some schools, outdated hardware and software further restrict teachers' ability to utilize innovative teaching methods effectively. Fauziyah et al note that even when resources are available, inadequate technical support can discourage teachers from experimenting with interactive tools.(Fauziyah et al., 2022) This calls for ongoing support systems, including training and technical assistance, to ensure that available resources are used optimally and sustainably.

Additionally, limited technological infrastructure can exacerbate resistance to change among educators. Teachers who are not accustomed to using technology in their classrooms may find it challenging to adapt to interactive methods, particularly in environments where access is inconsistent or unreliable. Dalimunthe and Pohan emphasize that fostering a culture of adaptability and innovation requires not only physical resources but also a mindset shift among educators.(Dalimunthe, 2023) By addressing these barriers, schools and policymakers can create an enabling environment where technology enhances the learning experience, rather than becoming an additional source of stress or inequality.

5. **Teacher Adaptation to Technology**

Teachers' adaptation to technology plays a pivotal role in determining the effectiveness of interactive learning in Islamic Religious Education (PAI). Educators who are proficient in using digital tools can create engaging and dynamic learning environments that resonate with Generation Z students. Nasution and Suyadi highlight that teachers with proper training in technology not only deliver lessons more effectively but also foster active participation among students.(Nasution & Suyadi, 2020) This proficiency allows them to seamlessly integrate multimedia resources, gamified assessments, and collaborative platforms into their teaching, thereby enhancing the overall learning experience.

However, the adaptation process is often hindered by the lack of structured and ongoing professional development programs. Teachers who are unfamiliar with emerging technologies may struggle to implement interactive methods, especially if they feel overwhelmed by the complexity of digital tools. Waty underscores that regular workshops and training sessions tailored to educators' needs are essential for building their confidence and competence in utilizing technology.(Waty, 2023) These training programs should include hands-on practice, troubleshooting guidance, and real-life

examples of effective implementation to ensure practical applicability in classroom settings.

Furthermore, fostering a supportive professional community can accelerate teachers' adaptation to technology. Dalimunthe and Pohan suggest that peer learning and collaboration among educators provide valuable opportunities for sharing best practices and innovative strategies.(Dalimunthe, 2023) Creating forums or networks where teachers can exchange ideas and experiences encourages a culture of continuous improvement and innovation. By prioritizing teacher adaptation, schools and educational authorities can ensure that interactive learning becomes a sustainable and impactful element of PAI instruction, bridging the gap between traditional teaching methods and the technological demands of modern education.

6. Collaboration as a Driver of Motivation

Collaboration among students creates an environment where learning becomes a shared experience, fostering a sense of community and mutual support. When students engage in collaborative activities such as group discussions, projects, or online forums, they not only learn from one another but also develop interpersonal skills critical for their academic and personal growth. Oktavia and Khotimah emphasize that collaborative platforms enhance active participation by allowing students to contribute their perspectives and ideas freely, which boosts their confidence and motivation.(Oktavia & Khotimah, 2023) This shared ownership of the learning process encourages students to stay engaged and take responsibility for their contributions.

In Islamic Religious Education (PAI), collaboration provides a unique opportunity for students to discuss and practice religious principles collectively. Activities like group projects on ethical dilemmas or simulations of real-world scenarios help students apply Islamic teachings in a meaningful way. Ridwan et al suggest that such collaborative efforts not only deepen understanding but also create a supportive environment where students feel comfortable exploring complex topics.(Ridwan et al., 2023) This process strengthens their ability to connect religious values to their everyday lives, making the learning experience more relevant and impactful.

Moreover, collaboration enhances students' social and emotional development. Working together on tasks helps students build empathy, respect for diverse viewpoints, and effective communication skills. Dalimunthe and Pohan note that these skills are essential for nurturing harmonious relationships within and beyond the classroom.(Dalimunthe, 2023) In the context of Generation Z, who are accustomed to digital interactions, leveraging collaborative online platforms aligns well with their preferences and learning habits. By integrating collaboration into PAI lessons, educators can not only improve academic outcomes but also cultivate a generation of learners who value teamwork and community.

7. Contextual Learning through Technology

Contextual learning through technology empowers students to connect Islamic teachings with their real-life experiences, making religious education more practical and meaningful. By utilizing digital platforms, educators can present scenarios or case studies that reflect students' social contexts, enabling them to explore how Islamic principles apply in contemporary situations. Musyafak and Subhi highlight that such integration helps students understand the relevance of religious values in navigating modern challenges, such as ethical dilemmas arising from social media use or

environmental responsibility.(Musyafak & Subhi, 2023) This approach makes learning more engaging and directly applicable to their daily lives.

Digital tools like videos, simulations, and interactive discussions further enrich contextual learning. For instance, teachers can use multimedia to illustrate how Islamic teachings address global issues such as poverty, justice, and sustainability. Oktavia and Khotimah emphasize that these tools not only capture students' interest but also encourage critical thinking and problem-solving.(Oktavia & Khotimah, 2023) By presenting Islamic values as solutions to real-world problems, students develop a deeper appreciation for their faith and its guidance in building a just and compassionate society.

Moreover, contextual learning fosters a sense of responsibility and ethical awareness among students. When digital platforms simulate real-life scenarios, such as workplace ethics or civic responsibilities, students are challenged to apply Islamic principles to make informed and morally sound decisions. Ridwan et al note that this experiential learning process cultivates both spiritual reflection and practical skills, equipping students to navigate the complexities of the digital era with confidence and integrity.(Ridwan et al., 2023) Thus, contextual learning through technology not only enhances understanding but also prepares students to become ethical and proactive members of their communities.

8. Critical Thinking and Spiritual Reflection

Interactive learning methods provide an excellent platform for fostering critical thinking and spiritual reflection among students. By integrating multimedia tools and discussion-based activities, students are encouraged to engage deeply with Islamic teachings and explore their implications in real-life scenarios. Waty highlights that these methods enable students to analyze religious concepts critically, question their interpretations, and understand their relevance in addressing contemporary challenges.(Waty, 2023) This analytical approach helps students move beyond rote memorization, encouraging them to actively engage with the material and derive personal meaning from it.

Discussion-based strategies further enhance students' ability to connect theoretical knowledge with practical applications. For example, group debates on ethical dilemmas allow students to evaluate Islamic principles in the context of modern societal issues, such as digital ethics or environmental stewardship. Ridwan et al suggest that such activities stimulate intellectual curiosity and deepen students' understanding of how religious values guide moral decision-making.(Ridwan et al., 2023) This reflective process not only enhances cognitive skills but also reinforces the spiritual dimension of learning, as students are encouraged to contemplate the moral and ethical implications of their actions.

Moreover, the emphasis on critical thinking and spiritual reflection prepares students to become informed and conscientious individuals. Dalimunthe and Pohan note that students who engage in these interactive methods develop a stronger sense of self-awareness and moral responsibility.(Dalimunthe, 2023) This dual focus on intellectual and spiritual growth aligns well with the goals of Islamic education, which seeks to nurture individuals who are both knowledgeable and virtuous. By fostering these skills, interactive learning equips students to navigate the complexities of modern life while staying grounded in their faith and values.

9. **Teacher Creativity in Overcoming Barriers**

Teacher creativity plays a vital role in addressing the challenges posed by limited resources in Islamic Religious Education (PAI). When schools lack technological infrastructure or adequate funding, educators who think innovatively can still create impactful learning experiences. Fauziyah et al emphasize that free or low-cost digital tools, such as Canva, can be effectively used to design interactive and visually engaging lesson materials.(Fauziyah et al., 2022) By leveraging these accessible resources, teachers can ensure that their lessons remain dynamic and relevant, even in resource-constrained environments.

Creative teachers also excel in tailoring lesson plans to meet the unique needs of their students. For instance, they might design activities that incorporate locally available materials or adapt digital tools to reflect cultural and social contexts. Dalimunthe and Pohan highlight that culturally responsive teaching not only enhances student engagement but also fosters a deeper connection to Islamic values.(Dalimunthe, 2023) This adaptability allows teachers to bridge the gap between theoretical knowledge and practical applications, making Islamic teachings more relatable and accessible for students.

Moreover, teacher creativity fosters resilience and a problem-solving mindset among educators. Waty notes that teachers who embrace innovation are more likely to experiment with new methods and technologies, turning limitations into opportunities for growth.(Waty, 2023) For example, a teacher might use smartphones and social media platforms to conduct interactive quizzes or facilitate discussions, effectively bypassing the need for expensive equipment. By demonstrating flexibility and ingenuity, these teachers inspire both students and colleagues, showcasing that meaningful and engaging education is achievable regardless of the challenges faced.

10. **Institutional Support for Sustainability**

Institutional support plays a pivotal role in ensuring the sustainability of interactive learning methods in Islamic Religious Education (PAI). Schools equipped with adequate infrastructure, such as reliable internet access, modern devices, and digital learning tools, create an environment conducive to innovative teaching. Dalimunthe and Pohan emphasize that when institutions prioritize investments in educational technology, teachers and students are empowered to engage more effectively in interactive and technology-driven learning.(Dalimunthe, 2023) This foundational support allows schools to integrate digital tools seamlessly into their curriculum, enhancing the overall learning experience.

Beyond infrastructure, institutions must also prioritize the professional development of teachers to sustain interactive learning. Waty highlights that regular training sessions focused on technological literacy and innovative pedagogical strategies are essential for equipping educators with the skills needed to maximize the potential of interactive methods.(Waty, 2023) Institutions that invest in continuous teacher development not only improve the quality of instruction but also foster a culture of innovation and adaptability among educators. By building teachers' confidence in using technology, schools ensure the long-term viability of interactive learning.

Collaboration between schools and the wider community further strengthens institutional support for interactive learning. Community involvement, such as partnerships with local organizations, businesses, or religious institutions, can provide additional resources and expertise to enhance learning. Ridwan et al suggest that such

partnerships can support initiatives like funding for digital tools, workshops for teachers, or creating culturally relevant digital content.(Ridwan et al., 2023) This collaborative approach not only enriches the educational process but also reinforces the relationship between schools and the communities they serve, ensuring that interactive learning remains sustainable and impactful over time.

11. Simulation-Based Learning

Simulation-based learning provides students with a practical and immersive way to engage with Islamic teachings by allowing them to apply these concepts in controlled, real-life-like scenarios. These activities bridge the gap between theoretical understanding and practical application, helping students explore ethical decision-making in a safe and supportive environment. Milidar emphasizes that gamified simulations make abstract religious concepts more accessible and engaging, particularly for Generation Z students who respond well to interactive and visually rich experiences.(Milidar, 2024) Through these simulations, students can see the direct relevance of Islamic principles in their daily lives, enhancing both comprehension and retention.

Furthermore, simulations create opportunities for students to experience the consequences of their decisions, fostering critical thinking and moral reasoning. For instance, a simulation on resolving conflicts might require students to navigate scenarios involving honesty, empathy, and justice, which are core Islamic values. Ridwan et al highlight that such experiential learning encourages students to reflect deeply on their choices and consider the broader implications of their actions.(Ridwan et al., 2023) This process not only strengthens their understanding of ethical principles but also equips them with practical skills to apply these principles in real-world contexts.

The dynamic and interactive nature of simulation-based learning also enhances student engagement and collaboration. By working together to solve problems or make decisions during simulations, students build teamwork and communication skills while learning from one another. Oktavia and Khotimah suggest that incorporating digital tools like simulation apps or gamified platforms further amplifies the benefits by making the experience more immersive and enjoyable.(Oktavia & Khotimah, 2023) As a result, simulation-based learning becomes a powerful method for embedding Islamic values into students' cognitive and emotional frameworks, preparing them to face complex ethical challenges with confidence and integrity.

12. Teacher Collaboration in Training

Collaborative teacher training programs play a vital role in enhancing the effectiveness of interactive methodologies in Islamic Religious Education (PAI). By engaging in peer learning, educators can share best practices, discuss challenges, and collectively develop innovative strategies for the classroom. Ridwan et al emphasize that this collaborative approach fosters a supportive professional community where teachers feel encouraged to experiment with new tools and techniques.(Ridwan et al., 2023) When educators work together to explore interactive methods, they gain insights into how these approaches can be tailored to suit diverse student needs, leading to improved teaching quality.

Moreover, collaborative training provides opportunities for teachers to learn from one another's experiences in implementing technology-driven teaching. Experienced educators who have successfully integrated digital tools into their lessons

can mentor their peers, demonstrating practical ways to use platforms like Canva, Kahoot, or simulation-based learning applications. Waty notes that such peer-to-peer knowledge transfer not only builds confidence among less experienced teachers but also ensures consistency in the application of interactive methodologies across schools.(Waty, 2023) This shared learning environment accelerates the adoption of innovative teaching practices, ensuring their long-term sustainability.

In addition to professional growth, collaborative training fosters a culture of adaptability and lifelong learning among educators. Dalimunthe and Pohan highlight that when teachers engage in joint workshops or training programs, they develop a sense of collective responsibility for improving student outcomes.(Dalimunthe, 2023) These programs also create opportunities to address common challenges, such as limited resources or varying levels of technological proficiency, through collective problem-solving. As a result, collaborative teacher training not only enhances individual skills but also strengthens the overall educational framework, ensuring that interactive learning methods are implemented effectively and consistently across diverse learning environments.

13. Cultural Sensitivity in Teaching

Cultural sensitivity in teaching plays a critical role in the success of interactive learning approaches, particularly in Islamic Religious Education (PAI). Recognizing and incorporating cultural and regional diversity into lesson plans allows educators to make Islamic teachings more relevant and relatable to students' lived experiences. Oktavia and Khotimah emphasize that culturally responsive teaching fosters inclusivity and engagement by respecting students' backgrounds and integrating their cultural contexts into the learning process.(Oktavia & Khotimah, 2023) This approach not only helps students connect more deeply with the material but also cultivates a sense of belonging within the classroom.

Interactive methodologies, such as discussions, simulations, or project-based learning, can be tailored to reflect the cultural values and traditions of the students. For instance, incorporating local stories, historical figures, or community practices into lessons can illustrate Islamic principles in a manner that resonates with students. Ridwan et al suggest that using culturally relevant examples during group activities enhances students' understanding and makes abstract concepts more tangible.(Ridwan et al., 2023) This alignment with cultural norms ensures that the learning experience feels authentic and meaningful, strengthening students' connection to both their faith and their heritage.

Furthermore, cultural sensitivity in teaching equips students to navigate diversity beyond their immediate community. Dalimunthe and Pohan highlight that when educators model respect for cultural differences, they instill in students an appreciation for pluralism and a commitment to coexist harmoniously with others.(Dalimunthe, 2023) This is particularly important in today's globalized world, where students must engage with diverse perspectives and practices. By integrating cultural sensitivity into interactive learning methods, educators not only enhance the educational experience but also prepare students to embody the universal values of Islam such as tolerance, justice, and compassion in their interactions with a broader, multicultural society.

14. Sustainability of Interactive Approaches

To ensure the sustainability of interactive learning approaches in Islamic Religious Education (PAI), it is essential to embed these methods into the core curriculum. By integrating interactive methodologies into the educational framework, schools can create a structured and consistent approach to teaching that maximizes their impact over time. Nasution and Suyadi emphasize that aligning interactive methods with curriculum objectives not only ensures their relevance but also institutionalizes their use, making them a standard part of the educational process rather than temporary innovations.(Nasution & Suyadi, 2020) This alignment encourages teachers to incorporate these approaches consistently, fostering long-term benefits for students.

Moreover, sustained implementation of interactive methods requires regular evaluation and adaptation to ensure they remain effective and relevant. Schools should establish mechanisms for assessing the outcomes of these approaches, such as student engagement, comprehension, and application of Islamic values. Dalimunthe and Pohan highlight that feedback from both teachers and students is invaluable for refining interactive strategies and addressing challenges.(Dalimunthe, 2023) This iterative process ensures that the methods evolve to meet changing educational needs and technological advancements, maintaining their effectiveness in diverse classroom contexts.

Institutional support also plays a critical role in sustaining interactive learning. Oktavia and Khotimah point out that providing continuous training for teachers, upgrading technological infrastructure, and allocating resources for innovative teaching tools are crucial steps for ensuring the longevity of these approaches.(Oktavia & Khotimah, 2023) Additionally, fostering a culture of collaboration among educators helps maintain momentum by encouraging the sharing of best practices and lessons learned. Through such holistic efforts, interactive methodologies can become a durable and integral part of PAI education, preparing students to engage deeply with their faith and navigate the complexities of the modern world.

15. Future Directions in Interactive Learning

The integration of emerging technologies, such as virtual reality (VR) and artificial intelligence (AI), represents the next frontier in enhancing Islamic Religious Education (PAI). These technologies offer immersive and personalized learning experiences that can make complex religious concepts more tangible and engaging for students. Waty highlights that VR, for instance, can transport students to historical Islamic sites or simulate real-life ethical dilemmas, providing them with a vivid and interactive understanding of their faith.(Waty, 2023) Such applications have the potential to bridge the gap between theoretical knowledge and practical application, making religious teachings more impactful and memorable.

Artificial intelligence can further revolutionize PAI by offering tailored learning experiences that adapt to individual student needs. AI-powered tools can analyze student performance, identify areas of difficulty, and provide customized feedback or additional resources to address these gaps. Dalimunthe and Pohan emphasize that AI can also assist teachers by automating administrative tasks, allowing them to focus more on interactive and engaging teaching methods.(Dalimunthe, 2023) By leveraging AI, educators can create a learning environment that is not only more efficient but also more inclusive, accommodating diverse learning styles and abilities.

Future research and implementation efforts should focus on ensuring that these advanced technologies are accessible and aligned with Islamic educational principles. Oktavia and Khotimah stress the importance of cultural and ethical considerations when integrating cutting-edge tools into religious education.(Oktavia & Khotimah, 2023) Educators and institutions must work together to design content that upholds Islamic values while utilizing the full potential of VR and AI. Additionally, collaborations with technology developers and policymakers are crucial to making these innovations affordable and scalable for schools. By embracing these future directions, PAI education can continue to evolve, offering students an enriched and relevant learning experience that equips them for the challenges of the modern era.

D. CONCLUSION

The interactive approach has demonstrated significant effectiveness in enhancing the engagement, understanding, and practical application of Islamic Religious Education (PAI) among Generation Z students. By integrating digital tools, simulations, and collaborative learning strategies, this method addresses the preferences and needs of a generation accustomed to dynamic and technology-driven environments. The findings underscore that such approaches not only improve students' comprehension of religious values but also foster critical thinking, spiritual reflection, and social skills.

However, the successful implementation of interactive methods is contingent upon several factors, including teacher readiness, access to adequate technological infrastructure, and institutional support. Challenges such as unequal distribution of resources and the need for professional development remain critical barriers that must be addressed. Investment in educational technology and consistent teacher training are essential to ensure that interactive learning can be effectively sustained and scaled across diverse educational settings.

To further optimize the impact of interactive approaches in PAI, future efforts should focus on integrating emerging technologies like virtual reality (VR) and artificial intelligence (AI) to enrich the learning experience. Additionally, fostering collaborations between schools, communities, and policymakers will be crucial in bridging gaps and promoting inclusivity. By addressing these challenges and leveraging innovation, interactive learning can continue to evolve, empowering students to connect Islamic teachings to their daily lives and preparing them for the complexities of the modern world.

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