

**THE CONCEPT OF CHARACTER EDUCATION
CURRICULUM FOR GENERATION Z ACCORDING
TO JEAN TWENGE AND AL GHAZALI**



Arranged by:

Dinni Mawaddah

422021118041

UNIDA
GONTOR
UNIVERSITAS DARUSSALAM GONTOR

**DEPARTMENT OF ISLAMIC EDUCATION
FACULTY OF TARBIYAH**

UNIVERSITY OF DARUSSALAM GONTOR

2024/1446

**THE CONCEPT OF CHARACTER EDUCATION CURRICULUM FOR
GENERATION Z ACCORDING TO JEAN TWENGE AND AL GHAZALI**

A THESIS

Presented

In Partial Fulfillment of Requirements
to Complete the Licentiate Program
Department of Islamic Education
Faculty of Tarbiyah

By

Dinni Mawaddah

NIM: 42.2021.1.1.8041

UNIDA
GONTOR

UNIVERSITY OF DARUSSALAM GONTOR
DEPARTMENT OF ISLAMIC EDUCATION

FACULTY OF TARBIYAH

UNIVERSITY OF DARUSSALAM GONTOR

2024/1446



UNIDA
GONTOR
UNIVERSITAS DARUSSALAM GONTOR

ABSTRACT

THE CONCEPT OF CHARACTER EDUCATION CURRICULUM FOR GENERATION Z ACCORDING TO JEAN TWENGE AND AL GHAZALI

Dinni Mawaddah
422021118041

The importance of character education is growing in the digital age of rapid social and technical advancement. Due to their exposure to social media, members of Generation Z, who grew up in a digital age, are susceptible to problems including identity crisis, cyberbullying, and mental health disorders. Character education based on spirituality and digital literacy is needed to form a generation with integrity, responsibility, and mental balance. This research examines Jean Twenge's thoughts on the influence of technology on Generation Z's character and Al-Ghazali's thoughts on spirituality-based character education. The integration of these two perspectives aims to build a relevant character education curriculum for Generation Z in Indonesia.

This research uses the library research review method and interpretative Twenge and Al-Ghazali's concept of character education. The focus is on mental health, digital ethics and spiritual morals as the main components of the curriculum. This method involves literature study and comparison of theories to formulate a curriculum that suits the needs of the younger generation in the modern era.

The results show that this integrative curriculum concept is able to answer the challenges of character education in the digital era. Twenge emphasizes the importance of digital literacy, mental health management, and balance in the use of technology, while Al-Ghazali focuses on morals, purification of the soul, and spiritual connection with God. The curriculum includes three components: character education, digital literacy, and spiritual development, which are expected to create mental, moral, and spiritual balance in Generation Z students.

The advantages of this concept are the holistic approach that combines technological development with moral and spiritual values, and the relevance to the challenges of the digital era. However, the implementation of this curriculum faces challenges, such as difficulties in implementation in a multicultural environment, limited teacher competence, and constraints on objective measurement of character education and spirituality.

This research recommends testing the implementation of the curriculum in schools and pesantren to obtain empirical data. The development of measurement instruments is needed to assess students' character development and mental well-being. In addition, further research needs to consider the multicultural context and explore the use of technology in teaching. Long-term evaluation is also recommended to understand the impact of the curriculum on students' ability to face the challenges of adulthood.

Keywords: *Character Education, Curriculum Concept, Generation Z, Jean Twenge, Al Ghazali*

ABSTRACT

KONSEP KURIKULUM PENDIDIKAN KARAKTER UNTUK GENERASI Z MENURUT JEAN TWENGE DAN AL GHAZALI

Dinni Mawaddah
422021118041

Pendidikan karakter semakin penting di era digital yang diwarnai perubahan sosial dan teknologi. Generasi Z, yang tumbuh dalam lingkungan digital, menghadapi tantangan seperti *cyberbullying*, krisis identitas, dan masalah kesehatan mental akibat paparan media sosial. Pendidikan karakter berbasis spiritualitas dan literasi digital diperlukan untuk membentuk generasi yang berintegritas, bertanggung jawab, dan memiliki keseimbangan mental. Penelitian ini mengkaji pemikiran Jean Twenge tentang pengaruh teknologi terhadap karakter Generasi Z serta pemikiran Al-Ghazali mengenai pendidikan karakter berbasis spiritualitas. Integrasi dua perspektif ini bertujuan membangun kurikulum pendidikan karakter yang relevan bagi Generasi Z di Indonesia.

Penelitian ini menggunakan metode kajian pustaka dan analisis kritis terhadap konsep pendidikan karakter Twenge dan Al-Ghazali. Fokusnya pada kesehatan mental, etika digital, dan akhlak spiritual sebagai komponen utama kurikulum. Metode ini melibatkan studi literatur dan perbandingan teori untuk merumuskan kurikulum yang sesuai dengan kebutuhan generasi muda di era modern.

Hasil penelitian menunjukkan bahwa konsep kurikulum integratif ini mampu menjawab tantangan pendidikan karakter di era digital. Twenge menekankan pentingnya literasi digital, pengelolaan kesehatan mental, dan keseimbangan dalam penggunaan teknologi, sedangkan Al-Ghazali fokus pada akhlak, penyucian jiwa, dan hubungan spiritual dengan Tuhan. Kurikulum ini mencakup tiga komponen: pendidikan karakter, literasi digital, dan pengembangan spiritual, yang diharapkan mampu menciptakan keseimbangan mental, moral, dan spiritual pada siswa Generasi Z.

Kelebihan konsep ini adalah pendekatan holistik yang menggabungkan perkembangan teknologi dengan nilai moral dan spiritual, serta relevansi dengan tantangan era digital. Namun, implementasi kurikulum ini menghadapi tantangan, seperti kesulitan dalam penerapan di lingkungan multikultural, keterbatasan kompetensi guru, dan kendala pengukuran objektif pendidikan karakter dan spiritualitas.

Penelitian ini merekomendasikan uji implementasi kurikulum di sekolah dan pesantren untuk memperoleh data empiris. Pengembangan instrumen pengukuran diperlukan untuk menilai perkembangan karakter dan kesejahteraan mental siswa. Selain itu, penelitian lebih lanjut perlu mempertimbangkan konteks multikultural dan mengeksplorasi penggunaan teknologi dalam pengajaran. Evaluasi jangka panjang juga disarankan untuk memahami dampak kurikulum terhadap kemampuan siswa menghadapi tantangan masa dewasa.

Kata Kunci: Pendidikan Karakter, Konsep Kurikulum, Generasi Z, Jean Twenge, Al Ghazali

DECISION OF SUPERVISOR

Honorable,
Dean of Faculty of Tarbiyah
University of Darussalam Gontor
Ponorogo

Bismillahirrahmanirrahim,
Assalamu 'alaikum wr. wb.

It's my honor to present the thesis written by:

Name : Dinni Mawaddah
Student Number : 422021118041
Title : CHARACTER EDUCATION CURRICULUM CONCEPT
MODEL FOR GENERATION Z ACCORDING TO AL
GHAZALI

I declare that this thesis has been processed and corrected to fulfil the requirement for the degree of Licentiate in the Faculty of Tarbiyah.

Therefore, I request that the thesis could be examined soon.

Wassalamu 'alaikum wr. wb.

Ngawi, 16 Rabiul Akhir 1446 H
19 Oktober 2024 M

Supervisor,


Assoc. Prof. Dr. Abu Darda, S.Ag., M.Ag.

DECISION OF DEAN

Bismillahirrahmanirrahim.

Assalaamu'alaikum Wr. Wb.

The Faculty of Tarbiyah, University of Darussalam Gontor, Ponorogo Indonesia has received a thesis written by:

Name : Dinni Mawaddah
Student Number : 42.2021.1.1.8041
Titte : The Concept Character Education Curriculum for Generation Z According to Jean Twenge and Al Ghazali

In partial fulfillment of the requirement for the degree of Licentiate in Islamic Education in the Faculty of Tarbiyah, academic year 1444-1446/2024-2025.

Wassalaamu'alaikum Wr. Wb.

Ngawi, 16th of Jumadil Akhir 1446 H
19th of December 2024 M

Dean of Faculty of Tarbiyah

UNIDA
GONTOR
UNIVERSITAS DARUSSALAM GONTOR


Dr. Agus Budiman, M.Pd.

DECISION OF THE TEAM

The committee of thesis examination in partial fulfilment of the requirements for the degree of Licentiate in Islamic Education in the Faculty of Tarbiyah, University of Darussalam Gontor, Indonesia, declared that the thesis written by:

Name : Dinni Mawaddah
 Student Number : 42.2021.1.1.8041
 Title : The Concept of Character Education Curriculum for Generation Z According to Jean Twenge and Al Ghazali


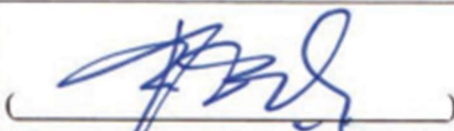
Had been examined on 19th of December 2024

The board of examiners has decided to grant her passed in the thesis examination. Hence, she is eligible to be awarded the degree of Licentiate in Islamic Education in the Faculty of Tarbiyah.

Ngawi, 19th of Jumadil Akhir 1446
21th of December 2024

Chairman

Assoc. Prof. Dr. Abu Darda, S.Ag., M.Ag.

1	Dr. Cecep Sobar Rochmat, S.Th.I.. M.Pd.I.	
2	Nur Indah Sari, M.Pd.	

STATEMENT OF ORIGINALITY

Hereby:

Name : Dinni Mawaddah

NIM : 422021118041

The Title : CHARACTER EDUCATION CURRICULUM CONCEPT MODEL FOR GENERATION Z ACCORDING TO AL GHAZALI

I declare sincerely that this thesis originally belongs to my own work and does not belong to other researchers for different degree. Furthermore, this thesis is not a work published before, except some parts with their original references.

Otherwise, if it is found that this thesis contains plagiarism, I'm ready to be ceased academically.

Mantingan, 15 Rabiul Awwal 1446 M
18 Oktober 2024 H

Researcher,



Dinni Mawaddah

UNIDA
GONTOR
UNIVERSITAS DARUSSALAM GONTOR

MOTTO



وَقُلْ رَبِّ زِدْنِي عِلْمًا

And say, 'O my Lord, increase my knowledge. (QS. Taha: 114)

“Never too old to learn”

UNIDA
GONTOR
UNIVERSITAS DARUSSALAM GONTOR

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

With full of infinite gratitude to Allah SWT, the creator of the universe, then the shalawat and Salam always bestowed on our great prophet Muhammad SAW who has struggled to spread knowledge throughout the world.

I dedicate this thesis to:

My beloved people in the world, people who never concumed the prayers, with the power of prayer I was able to complete my final project well, who gave me love and compassion, for my parents, Drs. Sumardi and Hayana S.Pd, may Allah SWT always protect them wherever they are and always be given health and longevity.

I would also like to thank:

My siblings (Meylani Dinna Alauwiyah, Fadhillah Hidayatullah, Muhammad Habibullah, Hamidah Miftahul Jannah) and My Big Family who always support and prayer. So that this research can be completed on time, the implementation of this research is not easy, but that does not mean it is impossible to finish quickly.

Do not forget to:

All teachers and friends at the university of Darussalam Gontor especially the
Departement of Islamic Education

Jazaakumullah ahsanal jazaa.

UNIDA
GONTOR
UNIVERSITAS DARUSSALAM GONTOR

ACKNOWLEDGEMENTS

Allah SWT said:

وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۗ (لقمان: 12)

“And whoever give thanks, he gives thanks for (the goods of) himself” (Q.S Luqman: 12)

And Rasulullah SAW decreed:

وَمَنْ لَمْ يَشْكُرِ النَّاسَ لَمْ يَشْكُرِ اللَّهَ (رواه الترمذي)

“Whoever is not thankful to the people, then he is not thankful to Allah” (H.R Tirmidzi).

Alhamdulillah, praises Allah Almighty for His blessings and abundance, the researcher can accomplish the study and overcome various challenges and obstacles during conducting the research, so that the writer can complete this thesis by title The Concept Of Character Education Curriculum For Generation Z According To Jean Twenge And Al Ghazali. Gratitude keeps pouring due to His entire grace towards the comprehensiveness of completing research.

Prayers and peace be upon our Prophet Muhammad SAW, along with His family and companions. Hopefully we are categorized among the ones who deserve to gain *syafa'at* later on the Day of Resurrection. *Aamiin*.

Although this research is far from perfect, the researcher expects the pleasure of Allah on how everything has been conducted here. Moreover, this result of studies contributes to self-useful and beneficial for others. Within this chance, the researcher would like to acknowledge the profound gratitude to:

1. President of University of Darussalam Gontor: K.H. Hasan Abdullah Sahal, Drs. K.H. M. Akrim Mariyat, Dipl.A.Ed., and Prof. Dr. K.H. Amal Fathullah Zarkasyi, M.A. May Allah entirely protect and keep them.
2. Rector of University of Darussalam Gontor, Prof. Dr. K.H Hamid Fahmy Zarkasyi, M.A., Ed., M.Phil; Vice Rector I for Academic Research, and Innovation, Assoc. Prof. Dr. Abdul Hafidz Zaid, M.A; Vice Rector II for Human Resources and Institutional Development, Assoc. Prof. Dr.

Setiawan Bin Lahuri, Lc., M.A; Vice Rector III for Boarding, Student Affair, Cooperation, and International Affairs, Assoc. Prof. Dr. Khoirul Umam, M.Ec; Vice Rector IV for Finance, Assets, and Family Welfare, Royyan Ramdhani Djayusman, Ph.D., who continually motivate and instruct us, may Allah lighten their steps in carrying out the mandate at University of Darussalam Gontor.

3. Dr. Fairuz Subakir, Lc., M.A as Deputy Vice Rector For Boarding Affairs , Dr. Nurhadi Ihsan, M.IRKH as the Deputy Vice Rector for Academic and Students Affairs, Dr. Asif Trisnani, Lc., M.Ag. as The Deputy Vice Chancellor for Finance, Administration and Human Resources, Dr. Cecep Sobar Rochmat, S.Th.I., M.Pd.I., as Deputy Vice Rector for Cooperation, Research, Community Service and Alumni University of Darussalam Gontor.
4. Dean of Faculty of Tarbiyah, Dr. Agus Budiman, M.Pd.; Vice Dean I of Academic and Students Affairs, Dr. Ihwan Mahmudi, S.H.I., M.Pd. as Vice Dean II of Finance, Dr. Azmi Zarkasyi, Lc., M.A as Vice Dean III of Research and Cooperation, Dr. Phil. Alif Cahya Setiyadi, S.Pd.I., M.A., Who sincerely and heartfelt teach and educate us about the meaning of struggle.
5. Head of Department of Islamic Education, Saiful Anwar, M.Pd. and the lecturers who continuously provide guidance and instruction. Through their bringing up, we are finally standing in this step. May Allah reciprocate each kindness by pouring rewards.
6. Assoc. Prof. Dr. Abu Darda, S.Ag., M.Ag, who always and patiently guided the researcher until the completion of this research. May Allah SWT always bless him wherever he is.
7. My beloved parents, Mr. Drs. Sumardi and Mrs. Hayana, S.Pd, my two older siblings: Meylani Dinna Alauwiyah and Fadhilah Hidayatullah and my two younger siblings: Muhammad Habibullah and Hamidah Miftahul Jannah who have provided moral and material support to the researcher in completing this research.

8. All my friends from all the Unida Gontor Class C Library families, the External and Internal Dema families and also Islamic Education 2021 who have provided support until the completion of this research.

9. May their good deeds receive an appropriate reward in the sight of Allah SWT, their sins be forgiven, their good deeds be lightened, and they are bestowed with happiness in this world and the hereafter. *Allahumma Aamiin.*

May their dedicated deeds a pious reward in the sight of Allah SWT, all their sins are forgiven, and all their dedications are lightened up, as well they are bestowed by happiness both in this world and hereafter. *Allahumma Aamiin.*

