ABSTRACT

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

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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**

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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