
**EXAMINING THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN
MITIGATING THE ADVERSE EFFECTS OF GADGET ADDICTION ON
THE MORAL DEVELOPMENT OF GENERATION ALPHA: AN
ANALYTICAL PERSPECTIVE**

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Abstrak

Studi ini bertujuan untuk mengeksplorasi peran Pendidikan Agama Islam (PAI) dalam mengurangi dampak negatif kecanduan gadget terhadap moral generasi Alpha. Generasi ini tumbuh dalam perkembangan teknologi yang pesat, yang rentan menyebabkan dampak negatif akibat penggunaan gadget yang berlebihan. Metode yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui tinjauan pustaka, yang mencakup artikel, jurnal ilmiah, buku, dan laporan penelitian terkait. Temuan penelitian menunjukkan bahwa Pendidikan Agama Islam (PAI) memiliki peran penting dalam membentuk karakter dan moral generasi Alpha, terutama dalam mengatasi kecanduan gadget. Pendidikan Agama Islam memberikan arahan tentang penggunaan teknologi yang bijak dan membekali generasi muda dengan nilai-nilai moral yang dapat menyeimbangkan penggunaan gadget dengan kehidupan sosial mereka. Peran orang tua dan pendidik dalam pengawasan juga diperlukan untuk mencegah dampak negatif seperti sifat antisosial, etika komunikasi yang buruk, dan melemahnya empati. Kecanduan gadget juga dapat berdampak pada kesehatan fisik dan psikologis anak-anak. Kontribusi penelitian ini adalah untuk memberikan wawasan tentang pentingnya mengintegrasikan nilai-nilai Pendidikan Agama Islam (PAI) dalam pendidikan guna mengatasi dampak negatif teknologi terhadap moral dan etika generasi Alpha. Dengan demikian, Pendidikan Agama Islam (PAI) dapat menjadi solusi untuk menjaga moral generasi muda di era digital ini.

Kata Kunci : Pendidikan agama Islam, kecanduan gadget, moralitas, generasi Alpha, Indonesia.

Abstract

This study aims to explore the role of Islamic Religious Education (PAI) in reducing the negative impact of gadget addiction on the morals of the Alpha generation. This generation is growing in rapid technological developments, which are prone to cause adverse impacts due to excessive use of gadgets. The method used is a qualitative approach with data collection techniques through a literature review, which includes articles, scientific journals, books, and related research reports. The findings of the study show that Islamic Religious Education (PAI) has an important role in shaping the character and morals of the Alpha generation, especially in overcoming gadget addiction. Islamic Religious Education provides direction on the wise use of technology and equips the younger generation with moral values that can balance gadgets with their social lives. The role of parents and educators in supervision is also necessary to prevent adverse impacts such as antisocial traits, poor communication ethics, and weakened empathy. Gadget addiction can also have an impact on children's physical and psychological health. The contribution of this research is to provide insight into the importance of integrating Islamic Religious Education (PAI) values in education to overcome the negative impact of technology on the morals and morals of the Alpha generation. Thus, Islamic Religious Education (PAI) can be a solution to maintain the morals of the young generation in this digital era.

Keywords: Islamic religious education; gadget addiction; morality; Alpha generation; Indonesia

A. INTRODUCTION

The rapid development of technology has significantly changed the alpha generation's behavior and character, especially regarding gadget addiction. As a generation born in the digital era, they are very familiar with technology from an early age. This condition poses new educational challenges, especially in building strong moral character. In this case, Islamic Religious Education (PAI) based on the Qur'an has an important role in shaping the morals of the alpha generation by making Islamic values the primary guideline in character education.¹ However, excessive use of gadgets can trigger

¹ Munawir Munawir, Fina Alfiana, dan Sekar Putri Pambayun, "Menyongsong Masa Depan: Transformasi Karakter Siswa Generasi Alpha Melalui Pendidikan Islam yang Berbasis Al-Qur'an," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 7, no. 1 (2 April 2024): 1–11, <https://doi.org/10.54069/attadrib.v7i1.628>.

moral degradation and antisocial behavior, so effective educational interventions are needed.²

The main problem that arises is how PAI can counteract the negative impact of gadget addiction on alpha-generation characters.³ Previous research has shown that religious education plays a role in reducing the negative influence of technology by strengthening moral and character learning. School environment: PAI teachers try to minimize the negative impact of technology by increasing religious lesson hours and creating an Islamic learning environment.⁴ However, challenges remain in integrating Islamic values into digital life, which is increasingly dominating.⁵

Some previous studies have managed to analyze this very well. Several studies have shown the effectiveness of PAI in shaping moral character. However, there is still a gap in finding the most effective strategies to deal with gadget addiction in the context of religious education. Several studies highlight the importance of the role of parents in instilling Islamic values in the family environment, especially in this digital era.⁶ However, more research is still needed to identify the most effective methods for overcoming gadget addiction through a religious education approach. The digital age presents unique challenges for Generation Alpha, who are increasingly exposed to technology from a

² Khaerul Khaerul dan M. Ali Hafid R, "Efforts of Islamic Religious Education Teachers in Responding to the Impact of Using Gadgets on Students," *El -Hekam* 8, no. 1 (2 Juni 2023): 57, <https://doi.org/10.31958/jeh.v8i1.9417>.

³ M Sukri Afkharul Huda, Sariman Sariman, dan Mohamad Khasanudin, "Strategy of Islamic Religious Education Teachers in Improving the Islamic Character of Students," *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme* 4, no. 2 (26 Mei 2022): 58–70, <https://doi.org/10.37680/scaffolding.v4i2.1439>.

⁴ Burhan Nudin, "Konsep Pendidikan Islam Pada Remaja di Era Disrupsi Dalam Mengatasi Krisis Moral," *LITERASI (Jurnal Ilmu Pendidikan)* 11, no. 1 (17 Juli 2020): 63, [https://doi.org/10.21927/literasi.2020.11\(1\).63-74](https://doi.org/10.21927/literasi.2020.11(1).63-74).

⁵ Heriansyah Heriansyah, Indri Astuti, dan Afandi Afandi, "ISLAMIC RELIGIOUS EDUCATION IN THE FAMILY, DIGITAL PARENTING IN THE ERA OF GENERATION ALPHA STUDENT PERCEPTIONS OF PAI FTIK IAIN PONTIANAK," *Khatulistiwa* 13, no. 1 (12 Mei 2023): 74–87, <https://doi.org/10.24260/khatulistiwa.v13i1.2351>.

⁶ Ahmad Aly Syukron Aziz Al Mubarok, "Optimizing the Role of Parents in Internalizing the Islamic Education Values of the Alpha Generation in the Digital Era," *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)* 7, no. 1 (20 Juli 2024): 1–12, <https://doi.org/10.23971/mdr.v7i1.8057>.

young age. This exposure can harm their moral development, including diminished attention spans, increased anxiety, and a decline in face-to-face social interactions. Therefore, it is imperative to explore how PAI can be integrated with practical strategies that engage both parents and educators in combating gadget addiction.

Moreover, existing literature suggests that fostering a collaborative environment where parents, educators, and religious leaders work together can enhance the effectiveness of moral education. This collaborative approach can help create a supportive framework that encourages children to develop healthy relationships with technology while adhering to Islamic values. However, more research is still needed to identify the most effective methods for overcoming gadget addiction through a religious education approach, ensuring that the moral development of Generation Alpha is prioritized in an increasingly digital world.

This study aims to explore the role of PAI in reducing the negative impact of gadget addiction on the morals of the alpha generation. By understanding effective strategies, it is hoped that a more optimal solution can be found to integrate Islamic values into the daily lives of the alpha generation so that they can use technology wisely and not excessively. In addition, this research also aims to fill the existing knowledge gap and provide recommendations for educators and parents to guide the alpha generation in the digital era.

B. METHOD

This study uses a literature review method with a qualitative approach, which aims to analyze and synthesize findings from previous studies related to the role of Islamic Religious Education (PAI) in overcoming the negative impact of gadget addiction on the morals of the alpha generation.⁷ This research will examine the literature that discusses the influence of gadgets on morals, as well as the contribution of PAI in shaping good morals

⁷ H Snyder, "Literature review as a research methodology: An overview and guidelines," *Journal of Business Research*, 2019, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

in the digital era. In this context, the research will examine a range of literature that discusses the influence of gadgets on moral behavior, highlighting both the risks and challenges posed by technology in the lives of young individuals.⁸ Additionally, the study will explore the contributions of PAI in shaping positive moral values, emphasizing how religious education can provide a framework for ethical decision-making and character development in the digital era.

The research subjects include relevant literature such as articles, scientific journals, books, and research reports that discuss the role of PAI, gadget addiction, and the morals of the alpha generation. Data collection is carried out by tracing relevant sources. Data analysis uses thematic analysis techniques, in which researchers identify the main themes of the existing literature, integrate information, and compare various perspectives.⁹ The synthesis results are expected to provide an understanding of effective educational strategies to overcome gadget addiction and help shape the morals of the alpha generation.

C. FINDING AND DISCUSSION

1. Analysis of moral and moral development in the alpha generation

The Alpha generation, born from 2010-2025, grew up in an instantaneous and easy world of rapidly growing technology and globalization. They are often exposed to sophisticated devices such as smartphones and the internet, which bring challenges and opportunities for their moral and moral development. In contrast to previous generations, who relied more on direct interaction and conventional learning, Generation Alpha is more exposed to the digital world, which shapes how they think and behave.¹⁰ The development of morals and morals in the Alpha Generation is an important concern in the context of Islamic religious education, especially considering the challenges faced

⁸ Snyder.

⁹ Gareth Terry dkk., "Thematic analysis," *The SAGE handbook of qualitative research in psychology* 2, no. 17–37 (2017): 25.

¹⁰ Siskawaty Sakoan, "Agama dan Pembentukan Karakter Generasi Alfa di Era Postdigital," *JURNAL TERUNA BHAKTI* 6, no. 2 (2 Maret 2024): 178, <https://doi.org/10.47131/jtb.v6i2.201>.

due to gadget addiction. The Alpha Generation, born in the digital age, is very familiar with technology and is often exposed to content that does not follow Islamic moral values and ethics. This requires a more intensive and adaptive educational approach to maintain their moral and moral development.¹¹

Islamic religious education has a crucial role in shaping the character and morals of this generation. Islamic religious education is one of the only things that can be obtained at Islamic Boarding Schools.¹² Through religious education, values such as honesty, responsibility, and respect can be instilled from an early age. Islamic religious education serves as a means of knowledge transfer and a medium to instill strong moral values.¹³ In this context, Islamic religious education must adapt to technological developments and utilize digital media as a practical learning tool.¹⁴

The main challenge in the moral development of the Alpha Generation is the negative influence of excessive use of gadgets. The use of gadgets without supervision can lead to moral degradation, such as decreased ability to interact socially and increased antisocial behavior. Therefore, the role of parents and educators is essential in supervising and guiding children's use of technology.¹⁵ Islamic religious education can serve as a moral fortress for the Alpha Generation by integrating Islamic values into

¹¹ Khaerul dan R, "Efforts of Islamic Religious Education Teachers in Responding to the Impact of Using Gadgets on Students."

¹² Mahmud Yunus Mustofa, Abdurrahman Mas' ud, dan Misbah Zulfa Elizabeth, "Hybrid Pesantren in Indonesia; Analyzing the Transformation of Islamic Religious Education in the Digital Age," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 14, no. 1 (2023): 79–104.

¹³ Irfan Ismail dan Mulyawan Safwandy Nugraha, "THE FUNCTION OF ISLAMIC RELIGIOUS EDUCATION IN RENEWING CHACATER BUILDING," *INTIHA: Islamic Education Journal* 1, no. 2 (3 Juni 2024): 72–81, <https://doi.org/10.58988/intiha.v1i2.268>.

¹⁴ Sukari Sukari dan Haerullah Haerullah, "Tantangan Pendidikan Agama Islam dalam Membangun Karakter Generasi Milenial," *TSAQOFAH* 4, no. 6 (14 Oktober 2024): 4004–21, <https://doi.org/10.58578/tsaqofah.v4i6.3940>.

¹⁵ Siti Nur Kholifah, Sistya Pratiwi, dan Chanifudin Chanifudin, "Degradasi Moral Dalam Pendidikan Karakter Islam Peserta Didik Akibat Dari Penggunaan Gadget Tanpa Pengawasan Intensif," *Ta'rim: Jurnal Pendidikan dan Anak Usia Dini* 5, no. 2 (31 Mei 2024): 138–46, <https://doi.org/10.59059/tarim.v5i2.1313>.

every aspect of daily life.¹⁶ This situation can be done through learning that emphasizes hands-on practice, such as religious activities, group discussions, and social projects that engage students in activities that benefit the community. Thus, students learn about Islamic values theoretically and apply them in real life.¹⁷ Additionally, educators must create a conducive learning environment and support students' moral development. A positive and supportive environment can help students better internalize moral values.

Educators must be good role models and consistently guide every student interaction.¹⁸ Islamic religious education must also collaborate with parents in shaping children's character. Parents have an important role in instilling religious values in the home and ensuring their children apply them daily.¹⁹ Cooperation between schools and parents can strengthen moral education efforts and ensure children receive consistent guidance at home and school.²⁰

Overall, Islamic religious education has a crucial role in overcoming gadget addiction's negative impact on the Alpha Generation's morals. With the right approach and collaboration between educators and parents, Islamic moral and ethical values can be effectively instilled so that the Alpha Generation can grow into individuals with noble and responsible character.²¹ With the right approach, including active collaboration between educators and parents, these values can be effectively instilled, fostering an

¹⁶ Nehru Millat Ahmad, "Konsep Pendidikan Akhlak Dalam Kisah Luqman (Aplikasi Intertekstualitas Julia Kristeva QS Al-Luqman Ayat 12-19)," *Istifkar* 1, no. 1 (2021): 82–96.

¹⁷ Isman Fauzi, Suhirman Suhirman, dan Ahmad Suradi, "Internalisasi Nilai-Nilai Agama Islam Pada Generasi Abad 21 dan Implikasinya Dalam Membentuk Karakter Religius Siswa di MAN Kaur," *Innovative: Journal Of Social Science Research* 4, no. 1 (2024): 9882–91.

¹⁸ Wantini Wantini dkk., "Revolutionizing Islamic Education: The Primary Role of Teachers in Society 5.0 Learning Process," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (18 September 2023): 3144–55, <https://doi.org/10.35445/alishlah.v15i3.3362>.

¹⁹ Siskawaty Sakoan, "Agama dan pembentukan karakter generasi alfa di era postdigital," *Jurnal Teruna Bhakti* 6, no. 2 (2024): 178–88.

²⁰ Mubarok, "Optimizing the Role of Parents in Internalizing the Islamic Education Values of the Alpha Generation in the Digital Era."

²¹ Achmad Faqihuddin dan Ririsris Hari Nugraha, "Model Pendidikan Muslim Millennial Parents dalam Membina Akhlak Generasi Alpha," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (31 Desember 2023): 7785–99, <https://doi.org/10.31004/obsesi.v7i6.4884>.

environment that prioritizes moral integrity. Parents can reinforce the teachings of PAI at home, while educators can create engaging curricula that address the challenges posed by gadget addiction. This collaborative effort is essential for equipping the Alpha Generation with the tools they need to grow into individuals of noble character, capable of making ethical decisions and contributing positively to society. By emphasizing the importance of balance and mindfulness in technology use, Islamic religious education can help cultivate a generation that is both digitally savvy and morally grounded

2. The Negative Impact of Gadget Addiction on the Morals of the Alpha Generation

Children's dependence on gadgets is caused by the length of time spent using gadgets. The development of technology that significantly affects the human mindset is gadgets; gadget dependence can hurt the development of children in the current generation. This includes declining ethics in communication, increased individualistic nature, and the adverse influence of inappropriate content on children's behavior and morals.²²

Gadget dependence among children, especially the Alpha Generation, has the potential to cause various problems in the development of their character, morals, and social behavior. Even if you use gadgets more often, it will interfere with their physical health, such as vision problems, stiffness, and spinal injuries due to sitting positions.²³ It also affects their psychology, such as anxiety disorders, emotional fluency, insomnia, behavioral disorders, and decreased concentration and memory in children. It can also affect reading interest because they often see moving picture objects.²⁴

²² Yohana R. U. Sianturi, "PENGARUH PENGGUNAAN GADGET TERHADAP KEMAMPUAN INTERAKSI SOSIAL SISWA SEKOLAH DASAR," *Jurnal Kewarganegaraan* 5, no. 1 (4 Juni 2021): 276–84, <https://doi.org/10.31316/jk.v5i1.1430>.

²³ Andi Prayudi, "Pengaruh Gadget dalam Penurunan Tingkat Penglihatan pada Remaja," *Jurnal Pendidikan Dan Media Pembelajaran* 2, no. 1 (2023): 1–20.

²⁴ Muhammad Fiqri Abdul Thoriq dan Tauhid Mubarok, "Dampak Penggunaan Gadget terhadap Perkembangan Siswa di SDN Banjaranyar 05 Brebes," *Jurnal Manajemen dan Pendidikan Agama Islam* 2, no. 2 (7 Maret 2024): 249–60, <https://doi.org/10.61132/jmpai.v2i2.212>.

Furthermore, the negative impact of this gadget dependence can create a cycle that is difficult to break. When children experience psychological and physical distress due to excessive use of gadgets, they may become more isolated and less interacting with peers, which in turn can exacerbate their social and emotional problems.²⁵ A lack of social interaction can hinder the development of communication and empathy skills, essential for building healthy relationships in the future. Additionally, children who feel anxious or uncomfortable in social situations may prefer to return to the virtual world, thus reinforcing their dependence on gadgets.²⁶ Therefore, it is important for parents, educators, and the community to jointly create an environment that supports healthy and balanced use of gadgets and encourages children to engage in physical and social activities that can help them develop positive character and social skills.

3. The ethical decline in communication and Social Interaction

Excessive use of gadgets can interfere with children's ability to develop social and emotional skills. Children addicted to gadgets tend to interact less with their friends, which can impact the development of their communication ethics and social interactions. Children who often use gadgets also tend to become more introverted and less concerned about the surrounding environment.²⁷ Furthermore, excessive use of gadgets can reduce children's concern for the surrounding environment. When children are focused on their gadget screens, they tend to ignore interactions with the people around them, including family and friends. This can result in a lack of empathy and concern for the needs of others. In the long run, this indifference can affect how they behave in society, ultimately deleting communication and social interaction ethics

²⁵ Fildzah Farahiyah, Nita Rosalita, dan Okti Hazrati, “The Impact of Gadgets on the Social and Emotional Development of Early Childhood,” *INTERDISIPLIN: Journal of Qualitative and Quantitative Research* 1, no. 2 (2024): 80–90.

²⁶ Juandra Prisma Mahendra, “Dampak Penggunaan Gadget Terhadap Perkembangan Sosial Emosional Anak Usia Dini,” *Jurnal Riset Pendidikan Dan Pengajaran* 2, no. 1 (2023): 1–6.

²⁷ Siti Fathimah dan Mario Erick Wantah, “Analisis of Using Gadget Analisys in Social Interraction Skills of Children,” *Journal Civics and Social Studies* 6, no. 1 (6 Juni 2022): 25–36, <https://doi.org/10.31980/civicos.v6i1.1612>.

Therefore, parents, educators, and the public need to be aware of the negative impact of excessive use of gadgets and take steps to address this issue. Encouraging children to participate in social activities, such as playing outside, joining clubs, or participating in extracurricular activities, can help them develop the necessary social skills.²⁸ Additionally, setting time limits on gadgets and inviting children to interact directly with friends and family can help them build healthier and more ethical relationships. Thus, the decline in ethics in communication and social interaction among children is not a problem that can be ignored. Through joint efforts, we can help the younger generation develop strong social and emotional skills to contribute positively to society.

4. Increased Individualism and Decreased Sense of Empathy

Dependence on gadgets can cause children to become more self-focused and reduce their ability to empathize. Children often caught up in gadgets prefer to spend time alone and have difficulty interacting with others. This hinders them from understanding the feelings of others, which is very important for developing empathy.²⁹ As a result, children may struggle to form meaningful relationships, leading to feelings of isolation and loneliness. This emotional detachment can further exacerbate issues such as anxiety and depression, as they may find it challenging to seek support from others. Moreover, the inability to empathize can manifest in negative behaviors, such as bullying or social exclusion, as children may not fully grasp the impact of their actions on others. Ultimately, this cycle of self-centeredness and emotional disconnection can hinder their overall social development and well-being, making it imperative to address gadget dependence through proactive measures.

²⁸ Khairul Firdaus Ne'matullah dkk., "The impact of outdoor play on children's well-being: A scoping review Dampak bermain di luar ruangan pada kesejahteraan anak: Tinjauan pelingkupan," *Masyarakat, Kebudayaan Dan Politik* 35, no. 3 (2022): 282–96.

²⁹ Juniah dan Edita Revine Siahaan, "HUBUNGAN PENGGUNAAN GADGET TERHADAP PERUBAHAN INTERAKSI SOSIAL PADA ANAK," *Jurnal Keperawatan Bunda Delima* 4, no. 2 (28 Agustus 2022), <https://doi.org/10.59030/jkbd.v4i2.45>.

Dependence on gadgets among children has increased individualism and reduced empathy, significantly impacting their social and emotional development. Children stuck in the virtual world tend to be more self-focused, spend time alone, and have difficulty interacting with others.³⁰ This inhibits their ability to understand the feelings of others, which is crucial for developing empathy. The inability to communicate directly makes them feel awkward in social situations, thus losing the opportunity to learn to read facial expressions and body language. As a result, they are unable to provide the emotional support needed by their peers, which can exacerbate loneliness and isolation among their peers. In the long run, this increased individualism and reduced sense of empathy can result in challenges in building healthy relationships in adulthood, so parents and educators need to encourage children to engage in richer social interactions and teach the value of empathy to create a more connected and supportive society.

5. Negative Impact of Content on Children's Behavior and Morals

Excessive use of gadgets among children can significantly negatively impact their behavior and moral development. Children who are exposed to inappropriate content can mimic aggressive behavior, leading to moral deterioration and can lead to bullying.³¹ There is also the need for parent and teacher supervision when playing with gadgets to avoid bad things and behavior. One of the most worrying consequences of this aggressive behavior is the emergence of bullying, both as a perpetrator and as a victim.³² Children exposed to bullying in games or videos may perceive it as usual and imitate it daily. Not only does this harm the victim of bullying, but it can also create a toxic social

³⁰ Jakki O Bailey dan Jeremy N Bailenson, "Considering virtual reality in children's lives," *Journal of Children and Media* 11, no. 1 (2017): 107–13.

³¹ Ditya Aslamiyah, I Wayan Suberata, dan Darsono, "Dampak Penggunaan Gadget terhadap Moral dan Etika Peserta Didik di Sekolah Dasar Negeri," *PTK: Jurnal Tindakan Kelas* 5, no. 1 (29 November 2024): 223–32, <https://doi.org/10.53624/ptk.v5i1.491>.

³² Peter Manuputty dkk., "DAMPAK PENGGUNAAN GADGET TERHADAP PERILAKU BULLYING DI SMA NEGERI 2 KABUPATEN SORONG," *J-DEPACE (Journal of Dedication to Papua Community) Jurnal Pengabdian Masyarakat* 6, no. 2 (2023): 89–95.

environment in schools and communities, where mutual respect and empathy begin to fade.

Therefore, parents and educators must strictly supervise children's gadget use. This oversight includes selecting appropriate content and involves open discussions about moral and ethical values. Parents and teachers must explain to children the negative impact of aggressive behavior and bullying and the importance of respecting others.³³ By providing proper guidance, children can learn to distinguish between good and bad behavior and understand the consequences of their actions.³⁴ With *Ta'awun* and *Tasamuh* Capability, children will be good people in the future.

In addition, creating a time limit for gadget use is also very important. By setting gadget play time, children will have more opportunities to engage in positive social activities, such as playing outside, exercising, or participating in group activities.³⁵ These activities help them develop social skills and reinforce a sense of empathy and concern for others. Finally, good supervision and proper education from parents and educators are indispensable to ensure children can use gadgets wisely. With a proactive approach, we can help children avoid negative influences that can damage their moral development and create a more responsible and empathetic generation.

D. CONCLUSION

This study highlights the role of Islamic Religious Education in Overcoming the Negative Impact of Gadget Addiction on Gen Alpha Morals. The moral and moral development of the Alpha Generation, born between 2010-2025, faces significant challenges due to intense exposure to digital technology. This generation grew up in an

³³ Samrotul Fikriyah dkk., "Peran orang tua terhadap pembentukan karakter anak dalam menyikapi bullying," *Jurnal Tahsinia* 3, no. 1 (2022): 11–19.

³⁴ Mahmud Yunus Mustofa, "Building Ta'awun and Tasamuh Capability in the Classroom: An Ethnography Research on Inclusive Madrasa in Indonesia," *Design and Implementation for the Future in Education* 36 (2022).

³⁵ Ilmi Sabrina Khoirunnisa, "Membentuk karakter anak usia dini melalui permainan tradisional," *JECED: Journal of Early Childhood Education and Development* 3, no. 2 (2021): 77–83.

all-instant environment and was influenced by globalization and technological advancements, such as smartphones and the Internet. Although technology opens up wider learning opportunities, excessive use of gadgets can lead to moral degradation, decreased communication ethics, increased individualism, and exposure to harmful content that affects children's behavior. The negative impacts include physical and psychological health disorders, as well as a decreased ability to interact socially. Therefore, supervision and guidance from parents and educators are essential to ensure technology's healthy and responsible use.

Islamic religious education plays a crucial role in shaping the morals of the Alpha Generation. Through an adaptive and integrative approach, religious education can instill Islamic values such as honesty, responsibility, and empathy. Educators and parents must collaborate to create an environment that supports children's moral development at school and home—using digital media wisely as a learning tool allows Islamic values to be applied in daily life. Overall, Islamic religious education acts as a moral fortress for the Alpha Generation. It is expected to shape them into individuals with noble character, responsibility, and the ability to face challenges in the digital era.

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