

IMPLICATIONS OF ISLAMIC EDUCATIONAL VALUES IN BREAKING AND OPPOSING PATRIARCHAL CULTURE AMONG GENERATION Z

Pertiwi Indah Sari*

*Universitas Muhammadiyah Palembang

* pertiwiindahsari075@gmail.com

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ABSTRACT

This study aims to analyze the implications of Islamic educational values in challenging patriarchal culture among Gen-Z teachers at SDIT An-Nurriyah Sekayu. Deeply rooted patriarchal culture often leads to gender inequality, despite Islam's emphasis on the principles of justice and equality. Using a qualitative case study approach, data were obtained through interviews, observation, and documentation. The results indicate that Gen-Z teachers have a critical understanding of patriarchy and believe that inequality is more influenced by social construction than Islamic teachings. Internalized values include monotheism, justice ('adl), equality (musawah), respect for human dignity, and the obligation to seek knowledge for both men and women. These implications are seen in inclusive learning, the elimination of gender stereotypes, and the instilling of mutual respect. Contextually implemented Islamic education plays a strategic role in building critical awareness and dismantling patriarchal culture in the school environment.

Corresponding Author:

Pertiwi Indah Sari

pertiwiindahsari075@gmail.com

INTRODUCTION

Islamic education can play an important role in breaking patriarchal culture and ensuring gender equality despite facing many challenges in implementing Islamic values. The patriarchal system in society often creates the perception that women have more limited roles than men. In various cultures, women are often faced with norms that restrict their roles in social and professional life. These limitations are more rooted in local traditions than in religious teachings (Ajeng Mulla Hanifah, 2025).

Generation Z, which grew up in the digital era and has broad access to information and knowledge, has great potential to break through and challenge patriarchal culture. Exposure from women who for years or even decades have experienced patriarchal pressure has led them to speak up, inspiring through social media platforms such as YouTube, TikTok, and others.

Thus, injustice and differences in the roles of men and women can be recognized by Gen Z, making them more aware and willing to speak up, to determine their own life choices, unlike previous generations whose social media was not as updated as it is today, which limited them from speaking up and gaining knowledge about patriarchal culture and efforts to avoid it (Agus Salim Lubis & Ricka Handayani, 2022).

Teachers, especially younger generations such as Gen Z, play a strategic role in transforming these values. As agents of change, they are not only responsible for teaching but also serve as role models in building a fair paradigm. In Islamic schools such as SD IT An-Nurriyah Sekayu, the process of internalizing Islamic educational values is important to observe, as it is here that the interaction among religious teachings, local culture, and the character of the younger generation is formed.

RESEARCH METHOD

This study is a qualitative case study that explores the phenomenon of patriarchy. Qualitative case study data focuses on narratives, stories, and in-depth descriptions of individuals' subjective experiences of a phenomenon. The data in this study were obtained through in-depth interviews with 10 Generation Z individuals who work as teachers at SDIT An-Nurriyah Sekayu to reveal the essential meanings they experience. The research subjects are Muslim Generation Z individuals aged 24–28 who work as teachers at SDIT An-Nurriyah Sekayu. The researcher chose to interview Gen Z teachers.

This study aims to describe and analyze in depth how Generation Z understands and implements the values of Islamic education (such as justice, equality, and respect for women) in their social lives, particularly in the context of resisting patriarchal culture. To maintain data validity, source triangulation was applied, a qualitative research technique that assesses the credibility or accuracy of data by comparing information from multiple sources, such as interviews, observations, documents, archives, and other sources. This technique aims to ensure that the data obtained does not come from a single source but has been verified by comparison with other sources.

RESULTS AND DISCUSSION

Based on an analysis of various sources, this section presents findings on the value of Islamic education in challenging and opposing patriarchal culture among Gen Z teachers at SDIT An-Nurriyah Sekayu.

Analysis of Gen Z Teachers' Understanding at SDIT An-Nurriyah of Patriarchal Culture and Its Development

a. Critical and Reflective

Gen Z is more critical in understanding patriarchal culture. Generation Z often reflects on experiences of gender-based injustice, both within the family. Efforts to erode patriarchal culture and to challenge traditional gender roles that position men in the public sphere and women in the domestic sphere must continue (Endah Siswati & Dyan Nofa Harumike, 2022).

b. Digitalization of Understanding

Social media is needed to voice inequalities such as gender-based violence, sexual violence, or sexism. Through this medium, information regarding news, shelters, and legal aid institutions can be easily found. Access to various religious and social resources through platforms such as TikTok, YouTube, and GPT opens new spaces for the public to understand gender equality issues more broadly and critically.

c. Tending to be Moderate and Inclusive

The secular and multicultural environment in which Gen Z grows also influences how they view and understand religion. Broad interactions with peers from diverse backgrounds help strengthen their understanding of pluralism and reduce the likelihood of adopting narrow views of religion. Education also plays an important role in shaping Gen Z's understanding of religion (Ijah Bahija, 2022).

Values of Islamic Education

To reach God, something higher is needed, yet it does not contradict human reason, instinct, and senses. One necessity is the revelations compiled in the Qur'an in Islam. Furthermore, the essence of Islam is tauhid, namely the acknowledgment of Allah as the One, Absolute, and Creator (Salamudin & H Purba, 2022). Thus, a person who understands and internalizes the values of tauhid will have a clear direction in life, oriented toward devotion to Allah SWT, and will view every activity, whether academic, social, or digital, as a form of worship.

a. The Value of Adl (Justice): Social Awareness and Anti-Discrimination

Social justice in Islam is a fundamental principle deeply rooted in the Qur'an and Hadith. Justice, from an Islamic perspective, is not limited to legal or economic dimensions but also encompasses spiritual, social, and moral dimensions (Nauval Satria Pratama, 2025). According to Mustafida, Islam calls for justice regardless of gender, race, or position, to ensure equal treatment in law, politics, and religion (Dewi Atiqah, 2020).

b. The Value of Rahmah (Compassion)

Compassion (Rahmah): Islam teaches compassion and mercy toward all living beings, not only humans. Repeatedly in the Qur'an, it is stated that Allah is Most Compassionate and Most Merciful (Islami & Nabila, 2023). Gen Z teachers reported that the value of rahmah fosters empathy and the ability to interact well, for both men and women; its application is reflected in attitudes of mutual respect and appreciation, regardless of gender.

c. The Value of Musawah (Equality): Gender Awareness and Egalitarianism

In Islam, al-musawāh implies that all humans have equal dignity and worth, regardless of ethnic background, religion, or social status. The principle of egalitarianism contained in this concept aims to eliminate racial dominance, gender inequality, and other forms of discrimination (Lailatul Munawaroh & M. Irsad, 2025). The fitrah contained in the holy book of Muslims is the foundation of human personality. Therefore, humans aspire to a harmonious and peaceful social order grounded in egalitarian principles (al-Musawah), ultimately leading to justice

(Kurniawan Ramadhani, 2024).

d. The Value of Amanah and Responsibility

Being trustworthy means being able to fulfill and maintain the responsibilities given, whether small or large. A trustworthy person will uphold the trust given to them, not betray it, and not misuse authority. Being trustworthy is an attitude of reliability in carrying out responsibilities or amanah. This trust can be in the form of money, tasks, positions, or secrets (Siti Sa'idah, 2025). Based on findings from interviews with several participants, it was stated that Gen Z must possess the values of amanah and responsibility; awareness of oneself, both male and female, should be reflected in daily behavior.

e. The Value of Knowledge (Ilm): Intellectual Awareness and Religious Literacy

Through education, human dignity is elevated, especially among those who possess knowledge. Education provides knowledge that is very important to humanity, because there is a clear distinction between those who are knowledgeable and those who are not (Dewi Fatimah Putri & DA Retnaningsi, 2022). Findings from several interviews with Gen Z participants indicate that knowledge is very important in shaping their character and behavior. With knowledge, a person can distinguish right from wrong, so they can think critically and reflectively when making decisions. Without knowledge, both men and women will be immersed in the suffering of ignorance, while the world continues to evolve.

Implications of Islamic Educational Values

a. Understanding of Islamic Educational Values by Gen Z Teachers

According to Rahmawati and Hidayat, Islamic education grounded in values of gender equality can increase students' social and moral awareness (Rahmawati L & Hidayat, 2021). Husna emphasizes that young teachers have great potential to integrate Islamic values into contextual pedagogical practices, for example, through digital, reflective, and humanistic approaches (Husna N, 2020; Jannah and Sulianti 2021).

b. Islamic Education as an Instrument of Social Transformation Toward an Egalitarian and Gender-Just Society

Islamic education that functions as an instrument of social transformation toward an egalitarian (equal) and gender-just society has several important implications across theological aspects, curriculum, teaching methodology, and social structure. These main implications include (Fia Khamidatul Maula, 2024).

According to Suratin, Prayogo, and Munawarsyah, Islamic education not only teaches religious dogma but also fosters critical social awareness that dismantles patriarchal structures through a rational and ethical understanding of Islamic teachings. Islamic education has great potential to create positive, inclusive social change by integrating moral, spiritual, and social values into the learning process (S.I. Suratin, P. Prayogo, & M. Munawarsyah, 2024).

c. Attitudes and Work Ethic of Gen Z Teachers

The study's results show that Gen Z teachers at SDIT An-Nurriyah Sekayu demonstrate teaching characteristics that are open, egalitarian, and gender-equal. They show the ability to adapt to developments in educational technology, professional performance, and the consistent application of equality principles between male and female teachers. This attitude aligns with the general characteristics of Generation Z, which is known for its innovation, collaboration, and strong social awareness (Ali, A., & Sohail, 2021; Dewi, Suresman, and Suabuna 2021)).

d. Impact on Students

The research findings indicate that teachers' attitudes that reject patriarchy and instill gender-equality values have a real influence on students' behavior and perspectives at SDIT An-Nurriyah Sekayu (Amiruddin and Djuhan 2021). According to Rahmawati and Hidayat, this emphasizes the strategic role of Islamic education in eliminating gender inequality through role modeling and instilling justice values within the educational environment (Rahmawati, L. & Hidayat, 2025).

CONCLUSION

This study confirms that Gen Z teachers at SDIT An-Nurriyah Sekayu demonstrate a critical, reflective, moderate, and inclusive understanding of patriarchal culture. They realize that patriarchy is more of a cultural construction than a teaching of Islam. The teachers view Islam as a religion of mercy for all creation, which upholds the principles of justice and equality. The values of Islamic education internalized by Gen Z teachers in their educational practices include tauhid, justice, musawah, rahmah, amanah, and knowledge. These values are not only taught conceptually but are also practiced in classroom interactions, task distribution, learning evaluation, and student character development.

The implications of Islamic educational values in breaking patriarchal culture show that the implementation of these values by Gen Z teachers has an impact on the growth of critical awareness of gender injustice, the development of an egalitarian and inclusive educational environment, the strengthening of student character that respects differences and upholds social justice, and the transformation of the mindset that leadership, education, and social participation are not monopolized by one gender. Thus, Islamic education functions as an instrument of social transformation capable of eroding patriarchal culture through a values-based approach, role modeling, and the internalization of Islamic character.

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