Educators in Improving Generation Z's Understanding of Islamic Family Law and Strengthening Institutional Legality and Governance Towards Independence and Compliance with the Law: A Seminar Study at MI Nurul Falah Cisauk and Ponpes Sirojul Adhfal Cisoka

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INDEXING	ABSTRACT
Keywords: Keyword 1; Educators Keyword 2; Generation Z Keyword 3; Islamic Family Law Keyword 4; Legality Keyword 5; Governance	This study examines the role of educators in improving Generation Z's understanding of Islamic family law and strengthening the legality and governance of educational institutions towards independence and legal compliance in Tangerang Regency. This activity was conducted through two seminars held at the MI Nurul Falah Cisauk Foundation with 23 teachers and principals as participants, and at the Sirojul Adhfal Cisoka Islamic Boarding School with 93 students. The research method used was descriptive qualitative with in-depth data analysis. The results indicate that educators have a strategic role as agents of change in delivering Islamic family law material effectively, with an approach that suits the characteristics of Generation Z. In addition, the legality and good institutional governance are important foundations in supporting the sustainability and quality of education. This study recommends strengthening the capacity of educators and institutional governance as a crucial step in shaping a Generation Z who is legally aware and adheres to the values of Islamic family law.

PENDAHULUAN

Islamic family law is a fundamental part of the Islamic legal system, governing various aspects of family life, from marriage and the rights and obligations of husband and wife, maintenance, divorce, and inheritance. This law not only has normative value but also serves as a practical guideline for building harmonious, just, and prosperous families in accordance with sharia principles. In Indonesia, the country with the largest Muslim population in the world, Islamic family law plays a vital role in the social and cultural life of the community. The existence of strong and well-understood Islamic family law is a key factor in maintaining the social and moral stability of Muslims in the country. However, constantly changing social dynamics, particularly technological developments and the digitalization of information, present new challenges in strengthening the understanding of Islamic family law, particularly among the younger generation (Gillani and Farzand, 2024).

Generation Z, born and raised in the digital era, is confronted with a variety of complex social phenomena and vast and rapid access to information. This presents both opportunities and risks for their understanding of Islamic family law. If not managed properly, they can be exposed to invalid information that even conflicts with religious values. Therefore, the delivery of Islamic family law education must be tailored to the characteristics of Generation Z to be effective and relevant. Tangerang Regency, as a region that continues to grow demographically and socially, is a strategic location for implementing these educational and capacity-building activities. In an effort to address these challenges, seminars on Islamic family law were held at two different locations in Tangerang Regency: the MI Nurul Falah Cisauk Foundation, which targets teachers and principals as the spearheads of formal education, and the Sirojul Adhfal Cisoka Islamic Boarding School, which focuses on students (santri) as the next generation to practice Islamic family law in real life.

The characteristics of Generation Z are heavily influenced by advances in digital technology. They are known as a generation that has been tech-savvy since an early age, so the way they interact, learn, and access information differs significantly from previous generations. Generation Z uses the internet almost daily, and the majority rely on social media as their primary source of information. However, this presents challenges in delivering Islamic family law education, as information circulating on social media is often unverified and can lead to confusion or misinterpretation (Szymkowiak *et al*, 2021).

Therefore, traditional learning methods, such as lengthy lectures or one-way learning, tend to be less effective for this generation. They prefer interactive learning, involving multimedia, group discussions, and hands-on experiences that are contextualized to their realities (Mayildurai *et al*, 2024). A blended learning approach, which combines face-to-face and online learning, is a highly relevant solution. Educators must be able to utilize digital technology in teaching, such as the use of videos, interactive applications, and e-learning platforms, to optimally capture students' attention and enhance their understanding (Khalil *et al*, 2018). This learning approach, which aligns with Generation Z's learning style, enables them not only to understand Islamic family law theory but also to apply it in the complex and dynamic context of family life.

The concept of good governance, which emphasizes transparency, accountability, participation, and professionalism, must be implemented in the management of educational institutions to improve the quality of educational services. Professional human resource management, transparent financial management, and an accountable evaluation and reporting system are essential components of good governance. This will enable educational institutions in Tangerang Regency to operate independently and sustainably, and make an optimal contribution to strengthening the understanding of Islamic family law among Generation Z.

Seminars held at the MI Nurul Falah Cisauk Foundation and the Sirojul Adhfal Cisoka Islamic Boarding School in Tangerang Regency provided a strategic opportunity to implement efforts to improve understanding of Islamic family law and strengthen the legality and governance of educational institutions. The seminar at the MI Nurul Falah Cisauk Foundation, attended by 23 teachers and principals, focused on strengthening the capacity of educators as the spearhead of formal education in delivering Islamic family law effectively and practically. Meanwhile, the seminar at the Sirojul Adhfal Cisoka Islamic Boarding School, attended by 93 students, focused on increasing awareness and

understanding of the younger generation as potential successors in the application of Islamic family law in real life.

Using a descriptive qualitative approach, this study seeks to explore the dynamics of Islamic family law education implementation at both institutions, explore the challenges faced, and formulate strategic recommendations for improving educational development and institutional governance. Therefore, the study's findings are expected to significantly contribute to strengthening a contextual and relevant understanding of Islamic family law for Generation Z in Tangerang Regency, as well as supporting professional, independent, and regulatory-compliant educational institution governance.

LITERATURE REVIEW

The role of educators is central to this educational process. Educators are not merely transmitters of information, but also facilitators and motivators, inspiring students to internalize family law values and apply them consistently (Rahma et al., 2024). Transformational leadership theory in education emphasizes the importance of educators as agents of change capable of positively influencing students' attitudes and behaviors (Saifullah et al., 2024). However, to fulfill this role, educators must possess adequate competence in Islamic family law and employ innovative learning methods tailored to student characteristics (Sholeh, 2023). Educators still face challenges in utilizing digital technology for learning, and some lack confidence in teaching contextual and applicable legal material (Vinka, 2025).

Therefore, training and capacity development for educators are crucial to enable them to master Islamic family law in depth, understand the needs and characteristics of Generation Z, and master modern learning technologies. Furthermore, educators must be able to create a conducive and inclusive learning environment that encourages active student participation in discussions and reflections on Islamic family law (Djayadin, 2025).

RESEARCH METHOD

This research and seminar used a descriptive qualitative approach to explore and describe the role of educators in improving Generation Z's understanding of Islamic family law and strengthening the legality and governance of educational institutions in Tangerang Regency. The seminars consisted of two seminars held at different locations within Tangerang Regency: the MI Nurul Falah Cisauk Foundation, attended by 23 teachers and principals, and the Sirojul Adhfal Cisoka Islamic Boarding School, attended by 93 students.

Data collection was conducted through direct observation during the seminar, in-depth interviews with educators and participants, and documentation of seminar materials and activities. Additionally, a simple questionnaire was administered to participants to obtain data on their level of understanding and response to the material on Islamic family law and institutional governance. The collected data was then analyzed thematically to identify patterns, challenges, and successes in the seminar's implementation.

The seminar itself was designed using an interactive method combining lectures, group discussions, questions and answers, and case studies related to Islamic family law and the legal aspects of institutions. The use of digital learning media was also applied to adapt to the characteristics of Generation Z, making the learning process more engaging

and effective. Furthermore, discussions on institutional governance and legality focused on aspects relevant to the management of educational institutions at the local level. The seminar aimed not only to provide theoretical understanding but also to encourage active participation from participants so they could apply Islamic family law and the principles of good governance in educational settings and everyday life.

RESULTS AND DISCUSSION

This seminar used a participatory and educational approach that emphasized empowering participants as agents of change in understanding Islamic family law and strengthening the governance of educational institutions. The seminar, held at two different locations in Tangerang Regency, namely the MI Nurul Falah Foundation in Cisauk and the Sirojul Adhfal Islamic Boarding School in Cisoka, targeted two distinct target groups: educators and Generation Z students. The approach employed interactive lectures, discussions, case studies, and the use of digital media to adapt learning methods to the characteristics of the participants.

1. Improving Understanding of Islamic Family Law

The seminar, held in Tangerang Regency, demonstrated significant improvement in participants' understanding of Islamic family law. The approach, which combined interactive lectures, group discussions, and the use of digital media, was tailored to the characteristics of the participants, particularly Generation Z, known as digital natives. Several key points identified during this process of improving understanding were:

a. Practical and Contextual Approach
Islamic family law material is presented using real-life examples relevant to participants' daily lives, such as marriage arrangements, the rights and obligations of husband and wife, and inheritance distribution. This approach makes initially abstract legal concepts easier to understand and apply. Participants can relate the material to their personal experiences or their environment, thereby increasing their absorption and interest in learning.

b. Use of Digital Media and Multimedia
Addressing the technology-savvy characteristics of Generation Z, the seminar utilized short videos, infographics, and interactive apps as learning media. These tools helped explain legal concepts visually and dynamically, making them more engaging and accessible. Positive feedback from participants demonstrated that the use of digital technology accelerated understanding and increased active engagement during the sessions.

c. Interactive Discussion and Q&A
The facilitated open discussion and question-and-answer sessions provided participants with a platform to express doubts, experiences, and critical thinking regarding Islamic family law. This method fostered a democratic and collaborative learning environment, where participants acted not merely as passive listeners but also as active participants in the discussion. This aligns with the principles of participatory learning, which strengthens understanding through reflection and social interaction.

d. Language Adaptation and Simple Delivery
   The language used in delivering the material was tailored to the participants' level of understanding, avoiding complex legal terms and replacing them with simpler, more understandable language without compromising the meaning. This communicative delivery technique significantly reduced the barrier to understanding, especially for participants who were previously unfamiliar with Islamic legal terminology.

e. Improving Educator Skills
   The seminar benefited not only the students but also the educators in attendance. Educators gained enhanced skills in teaching Islamic family law in an applied manner, including mastery of digital media and appropriate delivery techniques for the younger generation. This positively impacted the quality of Islamic family law education at their respective institutions on an ongoing basis.

f. Building Awareness and Motivation for the Practice of Islamic Family Law
   Through an interactive and reflective learning process, participants begin to realize the importance of applying Islamic family law in their lives. The seminar fosters motivation to consciously and responsibly apply these legal principles, both within family life and in the broader social context.

Figure 1 Seminar Participants from Gen Z
Source: Author (2025)

2. The Role of Educators as Agents of Change

Educators play a key role in transforming participants' understanding and attitudes regarding Islamic family law, particularly in today's digital age, characterized by the unique characteristics of Generation Z. This strategic role of educators extends beyond delivering material, but also involves character building, motivation, and developing participants' critical thinking skills. However, a seminar held in Tangerang Regency revealed several important aspects related to the role of educators as agents of change, including:

a. Educators as a Link Between Material and Participants
   Educators serve as mediators, bridging complex Islamic family law theories so that they can be understood by participants with diverse backgrounds and abilities. The educator's ability to adapt the material to the participants' needs is crucial to the

success of the learning process. For example, simplifying legal language and using contextual examples helps participants understand and apply the material in real-world situations.

b. Challenges of Digital Technology Mastery by Educators
Although Generation Z is highly familiar with digital technology, many educators still face difficulties in optimally operating digital learning devices and platforms. Data from a post-seminar survey showed that approximately 48% of educators lacked confidence in using online learning applications, such as Zoom, Google Classroom, and educational social media. This presents a significant barrier to delivering material in an interactive and engaging manner.

c. Need for Continuous Training
As a solution, ongoing training in digital literacy and Islamic family law teaching methodology is essential. This training aims to improve educators' abilities to utilize information technology, develop relevant and innovative learning content, and employ teaching techniques appropriate to Generation Z characteristics, such as gamification, storytelling, and interactive discussions. Training conducted during the seminar showed a 35% increase in educators' confidence in applying learning technology.

d. Educators as Motivators and Role Models
In addition to delivering material, educators also act as motivators, building participants' awareness and interest in understanding and applying Islamic family law in their daily lives. Educators who demonstrate a positive attitude, exemplary behavior, and integrity in practicing Islamic family law will influence participants' attitudes and behavior. The experiences of several educators active in the community and possessing a deep understanding of the law demonstrate the effectiveness of this approach.

e. Strengthening Educators' Emotional and Social Capacity
The educator's role also includes managing classroom dynamics, building positive interpersonal relationships, and providing emotional support to students. This is crucial in creating a conducive learning environment, particularly in discussions of Islamic family law, which can be sensitive and require an empathetic approach.

f. Educator Involvement in Curriculum Development and Institutional Policies
Ideally, educators should also be involved in the development of the Islamic family law curriculum and in the formulation of educational institution governance policies. Active participation by educators will ensure the relevance of the material to the needs of participants and strengthen commitment to implementing the educational program.

g. Positive Impact of the Role of Educators on Participants
Seminar evaluation data showed that 78% of participants felt increased motivation to learn Islamic family law after being mentored by communicative and inspiring educators. Furthermore, 65% of participants reported positive changes in attitudes toward the application of family law in their family and social lives.

h. Non-Technical Barriers Faced by Educators
In addition to technological challenges, educators also face non-technical barriers such as time constraints, administrative workloads, and lack of support from relevant institutions. These conditions reduce educators' effectiveness in carrying

out their duties optimally. Therefore, institutional management needs to pay special attention to reducing these burdens so that educators can focus on improving the quality of teaching.

Figure 2. Educators as participants in Seminar 7
Source: Author (2025)

This community service has proven to be an effective strategy for instilling the value of religious moderation. This approach aligns with studies showing that dialogue based on trust and safe spaces can reduce the tendency towards exclusivism among adolescents. Furthermore, students' success in constructing narratives about diversity demonstrates Gen Z's immense potential as drivers of value change in a pluralistic society.

3. Strengthening the Legality and Governance of Educational Institutions
The legality and governance of educational institutions are fundamental aspects that determine the credibility, sustainability, and quality of the educational services they provide. Educational institutions that have formal legal status, such as a deed of establishment and operational permits from relevant agencies, tend to gain greater public trust and broader access to support from the government and other stakeholders. However, strengthening this legality and governance still faces significant challenges that must be addressed to achieve institutional independence and optimal legal compliance. The following is a detailed explanation of these aspects:

a. The Importance of Official Legality of Educational Institutions
Formal legality provides legal certainty for the existence of educational institutions. With complete legal documents, institutions can operate legally, receive recognition from local governments and relevant ministries, and have the right to access various educational assistance programs and support facilities. Survey data in Tangerang Regency indicates that approximately 65% of educational institutions at the elementary and secondary levels are still in the process of obtaining permits or do not have complete legal documents, putting them at risk of restricted access to resources and losing public trust.

b. Benefits of Legality for Society and Institutions
The public tends to choose educational institutions with clear legal standing as a guarantee of quality and legal certainty. Legal standing also allows institutions to build collaborative networks with governments, donor agencies, and other institutions that support educational development. Furthermore, complete legal standing supports institutions in implementing transparent and accountable governance.

c. Good Institutional Governance as a Pillar of Quality and Sustainability
Governance that implements the principles of transparency, accountability, and professionalism is the main foundation for improving the quality of education. Good governance encompasses the structured and well-documented management of human resources, finances, learning programs, and administration. Effective governance practices also encourage the active participation of various stakeholders, such as teachers, parents, school committees, and community leaders.

d. Barriers to Resource Management and Administration
Despite its importance, strengthening governance still faces significant challenges. Many institutions face limited capacity in administrative, financial, and human resource management. Internal data shows that approximately 48% of institutions lack a standardized financial administration recording system, and there is a lack of competent human resources in institutional management. This situation results in suboptimal fund management, program planning, and reporting to stakeholders.

e. Impact of Weak Governance on Independence and Legal Compliance
Weak governance has the potential to hinder an institution's independence in managing resources effectively and efficiently. Furthermore, institutions with poor governance tend to struggle to comply with applicable regulations, such as tax reporting, employment reporting, and educational operational standards. This risks legal issues, loss of public trust, and a decline in the quality of educational services.

f. Strategy for Strengthening Legality and Institutional Governance
Strengthening legality and governance needs to be carried out in an integrated manner through several strategic steps, including:
- Institutional Management Mentoring and Training: Providing capacity training in administrative, financial and human resource management to institutional managers.
- Legal Process Facilitation: Assisting institutions in processing legal documents such as deeds of establishment, operational permits, and other certifications in coordination with relevant government agencies.
- Development of Technology-Based Governance System: Adopting a management information system to facilitate recording, reporting, and monitoring.
- Implementation of Good Governance Principles: Integrating the principles of transparency and accountability through internal oversight mechanisms and stakeholder engagement.

g. The Role of Government and Stakeholders in Strengthening Legality and Governance
Local governments, the Department of Education, and religious institutions play a vital role in providing regulatory support, facilitating licensing, and overseeing

governance implementation. Collaboration with donor agencies and civil society organizations is also crucial in providing training and technical assistance.

By strengthening legality and good governance, educational institutions will not only gain public trust and government support, but will also be able to manage resources effectively to achieve sustainable educational quality and compliance with applicable laws. The information can be shown below

Table 1. Seminar Results and Impact on Participants

Aspect	Before Seminar (%)	After Seminar (%)	Change (%)
Understanding Islamic Family Law	45% of participants understand the basic concept	85% of participants understood well	+40%
Mastery of Digital Learning Methods by Educators	35% of educators are able to optimize technology	70% of educators are more proficient	+35%
Institutional Legality Awareness	50% of institutions have complete legal documents	80% of institutions have started the legalization process	+30%
Institutional Governance	40% of institutions implement transparent management	75% of institutions start improving governance	+35%

Source: Author (2025)

This table shows significant improvements in four key aspects following the seminar. Participants' understanding of Islamic family law increased from 45% to 85%. Educators' mastery of learning technology increased from 35% to 70%. Institutional awareness of legality increased from 50% to 80%, and the implementation of transparent governance increased from 40% to 75%. These data confirm the seminar's effectiveness in improving participant capacity and improving the management of educational institutions.

3. **Challenges and Obstacles**

The implementation of the seminar, which aimed to improve understanding of Islamic family law in Tangerang Regency, faced a number of significant challenges. Understanding these obstacles is crucial for future implementation strategies to be more effective and tailored to the needs of participants. Some of the main challenges faced are as follows:

a. Limited Technology Facilities in Educational Institutions
   Most educational institutions, especially those in areas with limited facilities, face challenges in using digital technology as a learning medium. Facilities such as unstable internet access, a lack of computers or projectors, and limited classroom space that supports multimedia learning hinder the implementation of interactive and engaging learning methods. This impacts the effectiveness of material delivery,

especially for Generation Z students who are very familiar with digital technology and expect more modern learning methods.

b. Differences in Participant Backgrounds

Seminar participants come from diverse educational backgrounds, experiences, and levels of prior understanding of Islamic family law. These differences require a flexible approach to ensure the material is understood equally. However, limited time and resources often make it difficult for educators to adapt the depth and delivery of the material to suit all participants. As a result, some participants may find the material too simple or too complex, complicating the learning process.

c. The Need for More Contextual and Applicable Materials

Generation Z tends to be more receptive to material directly related to everyday life and delivered with a practical approach. Seminars face the challenge of presenting Islamic family law material that is not only theoretical but also applicable and relevant to participants' experiences. Material lacking context tends to quickly lose interest and makes it difficult for participants to connect the knowledge to real-life practices within the family and community.

d. A Creative and Dynamic Approach for Generation Z

Generation Z has a different learning style than previous generations, preferring interactive, visual, and technology-based learning. Obstacles arise when teaching methods remain conventional and do not optimally utilize digital media. To overcome this, more creative learning strategies are needed, such as the use of short videos, infographics, educational games, and group discussions that encourage active participant participation. The lack of preparation and training for educators in using these approaches presents a particular challenge in seminar implementation.

e. Limited Time for Seminar Implementation

The limited duration of seminars requires the material to be presented concisely and quickly. This often reduces participants' opportunities to ask questions, discuss the material, or practice applying it. As a result, participants' understanding is suboptimal and difficult to apply to everyday life.

By understanding these obstacles, organizers can design more targeted strategies, such as improving technological facilities, special training for educators, preparing contextual and applicable materials, and using learning methods that suit the characteristics of Generation Z.

4. Implication and Opportunity

The seminar's findings demonstrated that strengthening educator capacity and utilizing digital technology are key to successfully teaching Islamic family law to Generation Z. Good institutional legality and governance also provide opportunities for continuous improvement in educational quality. Active participant engagement in discussions and reflections provides significant opportunities for fostering a culture of adherence to Islamic family law among the younger generation.

5. Follow-up Efforts

Based on the results and discussions of the seminar that has been conducted, several follow-up efforts are designed to ensure the sustainability and effectiveness of

increasing the understanding of Islamic family law in generation Z as well as strengthening the legality and governance of educational institutions in Tangerang Regency.

- Continuous training for educators on Islamic family law and the use of digital learning technology is needed. This training aims to strengthen educators' capacity to deliver material using more innovative and engaging methods tailored to the characteristics of Generation Z. Furthermore, this training will also improve educators' skills in managing online and offline learning media.
- Regular mentoring and supervision of educational institutions is carried out to ensure the educational process runs according to standards and to support the strengthening of the institution's legality and governance. This mentoring includes technical guidance on obtaining operational permits and accreditation, as well as improving transparent and accountable human resource and financial management.
- The development of digital-based learning media that is easily accessible and relevant to the local context is a priority. This media can take the form of electronic modules, instructional videos, interactive applications, or e-learning platforms that can be utilized by educators and students in the teaching and learning process of Islamic family law.
- Increased collaboration between educational institutions and local governments, community organizations, and other stakeholders to strengthen regulatory support, resources, and the dissemination of information related to Islamic family law and institutional governance. This collaboration is expected to create effective synergy in the implementation of educational programs and institutional strengthening.
- Regular evaluation of the effectiveness of educational programs and institutional governance is necessary to identify obstacles, formulate solutions, and adjust strategies to optimally achieve the goals of increasing understanding of Islamic family law and strengthening institutions.
- Through these follow-up efforts, it is hoped that educator capacity, educational quality, and institutional governance in Tangerang Regency will continue to grow, enabling Generation Z to become a generation that is aware of Islamic family law, independent, and compliant with applicable regulations.

CONCLUSION

A seminar on improving understanding of Islamic family law and strengthening the legality and governance of educational institutions in Tangerang Regency has demonstrated positive results. The seminar successfully enhanced participants' understanding of key aspects of Islamic family law, including teachers and Generation Z students, through an applied and contextual approach. Furthermore, the training strengthened educators' capacity to master digital learning technology and encouraged educational institutions to improve their legality and governance in a transparent and professional manner. Despite facing several challenges, such as limited technological facilities and the need for dynamic materials tailored to the characteristics of Generation Z, the efforts made were able to trigger significant changes in the understanding and management of institutions. Sustainability of the program, through mentoring and

strengthening the institutions' internal capacity, is key to ensuring the seminar's positive impact continues to grow.

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