ANALYZING THE EDUCATIONAL NEEDS OF THE ALPHA GENERATION: A GEN Z EDUCATOR'S PERSPECTIVE ON STUDENT INTELLIGENCE AND ITS ALIGNMENT WITH ISLAMIC MORAL VALUES

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ABSTRACT

The Alpha Generation, born amid rapid technological advancement, exhibits distinct characteristics such as creative and dynamic thinking. However, the pervasive influence of technology also brings about social, emotional, and spiritual consequences that impact students' moral development. In this context, educators bear a significant responsibility not only in fostering intellectual intelligence but also in shaping students' moral values. This study aims to explore Generation Z teachers' perspectives on the moral values of Alpha Generation learners, with a particular focus on the challenges they face in the educational process. Employing a qualitative case study approach, this research engaged Generation Z teachers as participants and Alpha Generation students as the objects of study. Data were collected through in-depth interviews and analyzed thematically. The findings reveal that Generation Z teachers perceive notable shifts in both moral and intellectual dimensions among Alpha Generation students compared to previous generations. The challenges encountered by teachers predominantly involve non-material factors, encompassing both positive and negative dimensions. Despite these challenges, opportunities for integrating relevant values into the educational system remain significant. The study highlights the critical role of teachers, alongside the responsibilities of parents and policymakers, in addressing the evolving educational needs of the Alpha Generation and ensuring the alignment of cognitive development with Islamic moral values.

Keywords: Alpha Generation; Generation-Z tearchers; Intellegence; Islamic moral values; Educational needs

1. INTRODUCTION

The rapid advancement of technology has significantly transformed various aspects of life, including the educational landscape. Generation Alpha, born between 2010 and 2025,

represents the youngest cohort currently engaged in formal education. This generation has grown up immersed in a sophisticated digital ecosystem, where technology functions as a fundamental part of daily life from birth. Shaped by technology within their home environment, Generation Alpha brings distinct characteristics into the educational context, notably through their engagement with technology-based innovations. Their learning preferences have shifted from traditional, structured, and auditory methods to more engaging, visual, multimodal, and experiential approaches (McCrindle, 2020). These characteristics present both opportunities and challenges for educators, particularly for members of Generation Z who are entering the teaching profession.

The entry of Generation Z into the educational workforce introduces new perspectives on how to manage and facilitate learning for Generation Alpha. Although Generation Z is also a product of the digital age – equipped with familiarity and fluency in technological tools – the challenge lies not in integrating technology into teaching, but in maintaining a balance between digital engagement and the transmission of moral and spiritual values. In particular, the integration of Islamic values into a highly digitized learning environment has emerged as a critical concern. This challenge underscores the need for thoughtful strategies to ensure that the rapid incorporation of technology does not come at the expense of essential ethical and spiritual development.

According to Reis (2018, as cited in Hidayat, 2021), Generation Alpha exhibits behavioral traits centered around creativity, dynamism, leadership, and deep technological affinity. However, other research has raised concerns regarding their emotional and social development – especially in terms of direct interpersonal interaction and the internalization of moral values. These gaps in emotional and social intelligence highlight the importance of educator intervention in shaping a well-rounded generation. Learners, as defined in Islamic educational philosophy, are individuals undergoing a phase of physical and psychological development. As such, they require structured guidance from educators to ensure holistic growth (Maghfiroh, 2019). Within the framework of Islamic education, one of the main challenges is how to integrate religious and moral values into learning models that are compatible with the digital orientation of Generation Alpha. Educators are thus tasked with designing pedagogical strategies that not only leverage digital tools to enhance learning but also remain grounded in the foundational principles of Islamic moral education.

Previous studies have consistently reported tensions between teachers and students – particularly in balancing intellectual development with emotional and moral guidance. While the expectation is that teachers will facilitate both cognitive and affective learning, the reality often reveals a disparity in practice. Triwiyanto (2017) emphasizes that learners are members of society who must be nurtured to reach their full potential through formal education pathways. Their development, which encompasses both physical growth and psychological maturity, necessitates the sustained presence and mentorship of teachers. Therefore, educators – especially from Generation Z – play a pivotal role in guiding Generation Alpha through a process of learning that is intellectually enriching, emotionally supportive, and morally grounded.

The role of Generation Z teachers was selected for this study because they are considered the closest in age and cultural context to Generation Alpha. Many members of early Generation

Z have already entered the teaching profession, making them well-positioned to understand and respond to the unique needs of Generation Alpha students. Their familiarity with the digital landscape, coupled with their relatively recent experience as learners themselves, enables them to better align educational practices with the learning preferences of their students. Analyzing the educational needs of Generation Alpha is essential, given their distinctive characteristics and the specific challenges they encounter in integrating technological advancement with Islamic moral values. A deeper understanding of Generation Z teachers' perspectives on the intellectual and moral development of Generation Alpha can yield critical insights for shaping effective, value-based educational strategies. Biologically, as Mudyahardjo (2016) notes, children are born in a state of helplessness but possess inherent potential for change. This potential is enabled by a flexible nervous system that supports cognitive processes and allows for reflective responses to stimuli – thereby facilitating the learning process. Furthermore, from a psycho-socio-anthropological perspective, each child possesses individual uniqueness shaped by environmental conditions and cultural influences, all of which contribute significantly to character formation – including that of students from Generation Alpha (Mudyahardjo, 2016).

Against this backdrop, the present study aims to analyze Generation Z teachers' perceptions of the intelligence and moral character of Generation Alpha students, particularly in relation to the values of Islamic education. The study also seeks to identify the challenges teachers face and the specific educational needs that must be addressed to optimize the learning process for Generation Alpha. Ultimately, this research is expected to contribute to broader educational discourse by highlighting the importance of holistic learning – one that nurtures not only intellectual capacity but also the emotional, spiritual, and social dimensions of student development.

2. METHODS

Research methodology served as a crucial element in this study, acting as a guide to achieve research objectives in a systematic and well-organized manner. Choosing the appropriate method facilitated the research process, ensured the results were accurate and reliable, and enhanced their scientific credibility. The methodology enabled the researchers to structure each phase of the study, beginning with designing and constructing research models, followed by formulating solutions, conducting investigations, and analyzing the behavior of the identified phenomena. With a relevant and carefully selected method, the researchers were able to explore their research questions more deeply and deliver precise answers to the issues under examination.

The research applied a descriptive qualitative design to explore and describe social phenomena based on the lived experiences and interpretations of the subjects involved. This approach allowed the researchers to analyze data, theories, and contextual realities systematically, while portraying the characteristics and social dynamics of the Alpha Generation students as interpreted by Generation Z educators. Qualitative inquiry also offered the flexibility to explore the depth of meaning behind informants' perspectives, leading to a more comprehensive understanding of the challenges and nuances present in their educational

contexts. By using this approach, the study holistically revealed the realities of the learning environment through in-depth descriptions.

The study used sociological, psychological, and pedagogical lenses to frame the analysis. These perspectives allowed the researchers to examine student development within its broader social and emotional contexts. The sociological approach helped in understanding the role of environment and interaction in shaping behavior and learning patterns. The psychological lens revealed aspects of student motivation, emotional development, and learning behavior. Meanwhile, the pedagogical lens guided the analysis of instructional methods that could be effectively used to support the needs of Generation Alpha learners. The analysis process involved interpreting data collected through interviews using a thematic approach. Themes were identified, coded, and analyzed critically, allowing researchers to interpret the meaning of the responses, examine underlying patterns, and relate findings to broader educational theories.

This research was conducted as fieldwork, with a strong emphasis on obtaining rich and contextual information about the needs of Alpha Generation students. Data were gathered from primary sources through in-depth interviews with teachers who had direct experience in teaching this generation. These teachers, categorized as Generation Z, provided detailed insights into the intellectual, emotional, and moral development of their students. Secondary sources such as scholarly articles, educational reports, and academic texts were also used to support and triangulate the data. The field research approach enabled the researchers to observe authentic realities and social interactions, helping them draw conclusions aligned with the objectives of the study.

Overall, this methodological framework enabled the researchers to construct a detailed and accurate picture of how Generation Z teachers perceived the intelligence and moral development of Generation Alpha students. The findings derived from this approach offered insights that could serve as the foundation for the development of more relevant curricula and innovative teaching strategies, particularly those that integrate Islamic moral values into technology-driven educational environments.

3. RESULTS AND DISCUSSION

Based on in-depth interviews with several Generation Z teachers aged between 22 and 25 years who currently teach at the elementary to junior high school level, this study aimed to explore their perceptions regarding the relevance of students' intelligence and moral values within contemporary educational contexts. As individuals who themselves were raised during the rapid expansion of digital technology, Generation Z teachers offer a distinctive viewpoint on the evolving dynamics of education, particularly the tension between fostering students' cognitive abilities and nurturing their moral development. The interviews examined their perspectives on how technological advancements, increased access to information, and pervasive social media culture influence the shaping of students' character and intellectual growth in today's digital era.

A Gen-Z Teacher's Perspective on Learners' Intelligence and Morals

The moral transformation observed in Generation Alpha has become one of the most widely discussed issues in the field of education. Compared to previous generations, the shifts in moral values among Gen Alpha students appear quite significant, particularly in areas such as courtesy, manners, and empathy. An elementary school teacher observed, *"I feel that there are differences in terms of moral values, but they still tend to be positive (dominant). They dare to say something and have great curiosity."* This indicates that, despite certain challenges, Generation Alpha possesses positive potential that can be nurtured, including traits like courage and a high level of inquisitiveness.

However, other teachers voiced concerns about a perceived decline in moral standards within this generation. One teacher remarked, "*Yes, I feel there is a moral shift among Alpha generation students. They now tend to lack ethics, manners, politeness toward their teachers, are easily offended, and show a diminished spirit of competition.*" These concerns are frequently linked to the rapid development of technology, the impact of the COVID-19 pandemic, and the evolving role of parents in their children's moral education.

Technology and Environmental Influences

Technology was identified as one of the primary factors influencing the moral development of Generation Alpha. One teacher remarked, "*Technology has taken over the role of parents in accompanying and setting a good example.*" The heavy reliance on digital devices has significantly reduced children's opportunities for direct interaction with their families, thereby limiting their exposure to moral values that are typically acquired through everyday socialization and parental modeling. In addition to technological influences, environmental factors also played a substantial role in shaping students' moral behavior. A teacher shared a particularly concerning example: "*The parents of the students where I teach mostly work as scavengers, leaving in the morning and returning in the afternoon or evening. These parents are often indifferent to their children's education, and the children even accompany them in scavenging after school.*" In such circumstances, students become more susceptible to negative social influences, including disrespectful attitudes and coarse language, due to the lack of structured moral guidance both at home and in the community.

Shifting Values and Post-Pandemic Challenges

The COVID-19 pandemic has also accelerated moral changes among students. One teacher noted, *"The changing times, technology, the COVID-19 pandemic, and how parents educate their children have greatly affected the moral changes of students."* Social isolation during the pandemic has reduced students' interaction with the school environment, hindering the reinforcement of moral values through daily habituation. In addition, the observed moral changes were not only permanent, but also fluctuating depending on the students' exposure to the outside environment. One teacher revealed, *"It happens when they have a holiday or are influenced by the outside environment, so after a long holiday or weekend they always have a moral decline."* This shows that moral control and habituation at school needs to be balanced with the role of parents at home to have a consistent impact.

Empathy Crisis and Ethical Decline

The decline in empathy levels among Generation Alpha is a major concern in education today. Many teachers express concern about this generation's tendency to care less about the feelings of others, which is reflected in their interactions at school. One teacher asserted, *"The moral crisis faced by Generation Alpha is also significant in terms of the decline in the level of empathy among them. Moral values, ethics of politeness, and responsibility have greatly declined."* Generation Alpha, growing up amidst technological advancements and social media, often focus more on themselves and place less value on meaningful social relationships. The influence of social media that often emphasizes self-image and cyberspace obscures the importance of empathy in direct relationships between individuals.

Efforts to Strengthen Moral Values in Schools

Although the challenges faced are quite large, teachers are still trying to strengthen moral values in Gen Alpha students. One approach used is through the habituation of daily manners. *"I strive for that by habituating daily manners, such as familiarizing the four magic sentences, not discriminating against friends, and others,"* said a teacher. This approach aims to shape children's character early on through simple but meaningful habits. In addition, understanding child psychology is an important step in educating Gen Alpha. *"Teachers' homework now before imparting knowledge to students is that they need to know the psychology of children of the current generation to then take a more appropriate approach,"* said a teacher. By understanding the characteristics and needs of children, teachers can develop more effective teaching methods to instil moral values.

Advantages and Positive Potential of Generation Alpha

Despite the challenges, some teachers also highlighted the strengths of Gen Alpha. *"Every generation has its own strengths and weaknesses,"* said one teacher. This generation has the courage to voice their opinions and great curiosity, which, if properly directed, can be the basis for strong character development. In addition, there are also students who show good morals and excel. The same teacher explained, *"There are some students with good morals and achievements, because their parents are good at educating their children."* This shows that with the right support from families and schools, moral values can be maintained despite the challenges of the times.

Challenges of Gen-Z Teachers in dealing with Alpha Generation Learners

In a rapidly evolving digital age, the Alpha generation-children who grew up alongside technology from an early age-presents new challenges for educators. Generation Z teachers, who have a closer understanding of technology than previous generations, shared the challenges of educating Alpha generation students. This interview reveals some of the main challenges they face, from the impact of technology on students' attention to the influence of social media on their moral.

Technology's Impact on Attention and Learning Focus

One of the biggest challenges in educating Alpha generation students is their ability to stay focused during the learning process. Many teachers have expressed concern about this

phenomenon. As one teacher put it, "*They have short attention spans, it's hard to focus on one thing for a long time.*" This phenomenon is further exacerbated by technological advances that facilitate students' access to gadgets and the internet. Electronic devices that are supposed to be aids in learning have instead become a major distraction, affecting their concentration in class. In addition, dependence on technology also has an impact on students' productivity at school. As expressed by another interviewee, *"When they are dependent on technology at home, the next day they find it difficult to focus at school, and the assignments from school are not completed."* Addiction to technology, such as games or social media, results in students feeling deprived of the skills to interact directly with the subject matter, which in turn keeps them from completing schoolwork on time. With this dependency, many students have difficulty in establishing effective and structured study habits.

Lack of Learning Motivation and Instant Mindset

The Alpha generation often shows a tendency to want everything instantly. This affects their learning patterns, as one educator put it, *"They tend to be lazy to think and always want instant."* This challenge requires teachers to instil awareness of the importance of process in achieving desired results. In addition, low motivation to learn is a particular concern. Some students were more motivated by the desire to play games or pursue entertainment on their devices than to complete schoolwork. *"Many students want to go home quickly because they want to play games on their cellphones,"* said a teacher. This not only impacts on the quality of learning but also on students' character building and discipline.

The Influence of Social Media on Student Morals and Manners

Social media is one of the significant challenges in educating the Alpha generation. Many students absorb information from various sources without sorting out what is good or bad. *"They absorb too much information from social media and practice it without sorting out whether it is good or bad,"* explained one teacher. Then, the influence of social media also has an impact on student behaviour, especially in the aspect of morals and manners. "*The main challenge, in my opinion, is instilling the values of manners to children,*" said one interviewer. These teachers face difficulties in shaping the character of well-mannered students amid the flow of information that is not always positive from social media.

The Importance of Parental Supervision and Guidance

Some teachers highlighted the important role of parents in guiding their children to use technology wisely. One educator revealed, *"I need to be able to provide an understanding of time limits and use technology wisely under parental supervision."* However, environmental factors and inconsistent parenting often get in the way. One teacher shared, "*Parents and neighbourhood factors also greatly influence students.*" This emphasizes the need for closer collaboration between teachers and parents to ensure children have a strong moral foundation at home and at school.

Instilling Faith Values in the Digital Age

Educating students to remain faithful and pious in the digital era is a complex and increasingly difficult challenge faced by educators. As one teacher expressed, *"Our challenge is to educate students to be faithful and pious to Allah and to develop well according to their*

potential." This reflects how the enormous influence of technology in students' daily lives often distracts them from religious and spiritual values. With easy access to information through the internet and social media, students are more likely to be exposed to various views that sometimes contradict the religious values taught at school. On the other hand, the tendency to pursue instant gratification and trends in cyberspace makes it more difficult for educators to instil the principles of faith and piety. This challenge shows that education is not only limited to academic learning, but also how to shape students' spiritual character so that they remain firm in their beliefs amidst the rapid development of the times.

Relevance of Intelligence and Moral Values

Intelligence and morality are two things that are fundamental to human nature. Both have the potential to go hand in hand if shaped and honed early on. One of the speakers emphasized, *"Intelligence and morality can go hand in hand, but the environment, especially family and school, plays a big role in making that happen. Children learn and implement values from their immediate environment."* However, the facts on the ground show diverse conditions. Some students have high intelligence but lack in morals, while others are good in morals but lack academic excellence. The Alpha generation, for example, is often described as having high average intelligence, but lacking in empathy and moral values. This is of particular concern because moral values such as empathy, responsibility and discipline are important cornerstones of social life. One teacher noted, *"Intelligence without good morals or manners is not enough."* Therefore, synergy between teachers and parents is needed to educate students with balanced Islamic values.

The application of Islamic education values, such as tawhid, morals and justice, is one of the important efforts in helping students improve their morality. Habituation is the main method applied at school. Students are taught to queue during ablution, maintain cleanliness, be responsible for washing lunch boxes, and memorize hadith that are relevant to everyday life, such as the prohibition of *namimah* and the importance of speaking kindly or keeping quiet. This is combined with routine activities such as congregational prayers, dhikr, and reading the Qur'an. In addition, creative approaches were also implemented to reach the Alpha generation who grew up with technology. One teacher shared an experience of requiring students to install the Qur'anic app on their phones to ensure the technology they use has positive benefits. Integration of Islamic values in learning is also done through reflections, games and interactive activities that fit into their world.

These efforts show that although not always easy, intelligence and morality can be balanced if there is close collaboration between schools, parents and students. The values of Islamic education provide a solid foundation to form a generation that is not only intellectually intelligent, but also highly moral. Based on the results of the interviews, as a solution in balancing intelligence and moral values, several things were found that can help the implementation process, among others:

a. *Setting an Example from the Teacher.* Teachers are the main role models in students' moral formation. By showing good behaviour, teachers provide real examples of how moral values are applied in daily life. One informant stated, "*The most effective way to do this is to make*

students see good morals in teachers first." In addition, teachers must also consistently insert moral messages in every lesson so that students are slowly inspired.

b. *Integration of Moral Values in Creative Learning.* Generation Alpha tends to be more interested in interactive and fun learning. Therefore, integrating moral values into creative activities such as role plays, group projects or multimedia reflections can be an effective approach. One informant explained, *"Alpha generation students are more interested in intellectual achievement and creativity. Therefore, the most effective way is to integrate moral values into interesting and creative learning."*

c. *Personalized Approach Through Daily Activities.* Involving students in simple but meaningful daily activities, such as queuing, maintaining cleanliness, or participating in social activities, can build their character. In addition, teachers are advised to actively chat with students outside the classroom, listen to their stories, and provide relevant moral advice. One of the teachers added, *"When we are at recess and chatting with students, we can get a chance to give moral advice."*

d. *Using Media and Technology Positively.* Technology can be a tool to bring students closer to moral values. Teachers can direct students to use Islamic applications such as the digital Qur'an, or play short movies that contain moral messages. These media are not only relevant to the students' world, but also able to capture their attention. As one teacher said, *"I try to integrate Islamic values into their world, such as through the technological media they use."*

e. *Application of the Habituation Method.* Accustoming students to activities that contain moral values, such as reading prayers before learning, performing Dhuha prayers, or memorizing short hadiths, can form a strong character. One informant pointed out, *"Every morning after Dhuha prayer, the teacher gives a talk about religious and moral values in a warm and fun way."* This habit helps students to understand the importance of morals in their lives.

f. *Providing Space for Creativity and Innovation.* To balance intellectual and moral intelligence, students need to be given space to explore their potential while still being directed with Islamic values. As stated, *"We should not limit students in innovating. With this, intellectual and character will be formed."* Teachers can design tasks that allow students to think critically and be creative, while still prioritizing moral values in the process.

g. *Collaboration with Parents.* Moral character building cannot be the sole responsibility of teachers. Parents need to play an active role in supporting moral learning at home. Teachers can communicate regularly with parents to ensure the values taught at school are in line with those applied at home. This combination ensures more consistent character building.

Through these approaches, moral education and intelligence can be balanced, creating a generation that is not only intellectually intelligent but also has high moral values.

Education Needs of the Alpha Generation

Seeing the relevance between the intelligence of students and the moral values that must be instilled, it can be concluded that there are several points that are the needs of alpha generation students, namely:

a. *Engaging and Fun Approach.* Generation Alpha needs fun learning media to keep their attention and motivation. Teachers need to utilize digital technology and interactive methods, such as videos, educational games and creative discussions. As one teacher said: *"Children need that, need fun learning media, need teachers/parents who are not just telling and demanding, but can educate and nurture with love and warmth."* The curriculum also needs to provide room for exploration with simple and easy-to-understand delivery. Teachers must keep up with the times so that learning remains relevant and not monotonous. This approach is in line with the hope that Islamic values are conveyed in a fun way: *"Learning religion is easy and fun, so teachers need to learn to design fun learning."*

b. *Curriculum Consistency and Relevance.* Frequent curriculum changes can make it difficult for teachers to adapt and implement. Consistency is needed to maintain learning focus and create a stable environment for students. One informant emphasized: *"I think it is necessary to establish a curriculum that does not change frequently, so that it does not put a burden on teachers who must constantly make adjustments."* In addition, the curriculum should reflect the challenges of the times such as the use of social media, diversity and environmental issues. Another expectation is to integrate Islamic values in relevant materials: *"My hope is that Islamic education can shape the manners, morals, and morals of the Alpha generation with a contemporary delivery model that is easy to digest."* The formulation of an Islamic education curriculum that aligns with the objectives of Islamic education, with the categorization of learning subjects tailored to educational levels, while maintaining a balance between the two types of knowledge that are often separated (worldly and spiritual) (Daulay, 2014).

c. *Internalizing Moral and Religious Values Early.* Students' moral character must be built early through collaboration between teachers and parents. Ki Hajar Dewantara acknowledged that the family environment is the first and foremost center as an educational institution that can influence and build the morals or character of a child. (Herlambang, 2018). Teachers must not only convey academic values, but also instill manners and morals. One of the teachers' expectations is: "*From an early age, parents must teach the values of Islamic education to their children. Likewise, at school, teachers continue to teach Islamic values so that there is a connection and continuity.*" This connection allows students not to feel unfamiliar with religious values and more easily understand Islamic concepts in an applicable way in their lives. This is supported by the habituation approach, such as giving real examples in the learning and playing environment.

This research provides a clear picture of the challenges faced by generation Z teachers in educating Alpha generation students, especially in the context of intelligence and moral values. Based on the results, it can be concluded that the relevance between students' intelligence and moral values is very important to maintain in the education process. Generation Alpha, who live in a digital era with vast access to information, face great challenges related to information management and its impact on their character development. In this case, generation Z teachers play a key role in maintaining the balance between the development of academic intelligence and the formation of good character.

One of the core values that emerged in this research is the importance of the teacher's role in guiding students to sort out information wisely. Alpha generation students are very easily influenced by the content they consume, be it from social media or other sources on the internet. This often causes them to be unable to distinguish between good and bad, and apply the information without careful consideration. Teachers as educators must be able to provide a deep understanding of the wise use of technology and ensure that students understand the time limits and healthy use of technology. This is not only to maintain students' concentration on learning but also to shape their character so that they are not easily trapped in the virtual world which is sometimes not in accordance with good moral values. Internalization of character education in learning. Character education is a transformative process of knowledge and values derived from noble values rooted in religion, culture, and nationalism. The values contained in character education include religious attitudes, honesty, independence, love for peace, and so on. An example of the application of character education is the ability to analyze issues while remaining wise in actions (Alwi, 2014). This is a good step in balancing two equally crucial aspects in the growth and development of students.

In addition, this research also shows that Alpha generation students have an instant gratification mindset and lack the motivation to think deeply. One of the biggest challenges teachers face is raising students' awareness of the importance of process in achieving goals. As a generation accustomed to technology that allows them to obtain information quickly, students often want instant results without appreciating the struggle and process required to achieve optimal results. For this reason, teachers need to implement methods that not only focus on academic achievement but also instill the values of discipline, patience, and perseverance. In this case, teachers are not only tasked with teaching the material but also as mentors who teach students to appreciate every process in their lives, both in education and in everyday life.

Another important value is the great influence that parents and the environment have in shaping student character. This research highlights that family factors and social environment greatly influence students' attitudes and morals. Teachers, despite having a very significant role in education, cannot work alone in shaping students' moral values. Therefore, collaboration between teachers and parents is necessary to ensure that the values taught at school can be passed on and applied at home. Teachers should actively communicate with parents to ensure that students receive a well rounded and balanced education. This will ensure that students have a complete view of the importance of morality in their lives.

In addition, this research also underlines the importance of character education as part of the curriculum. Character education based on the values of manners and faith is an aspect that cannot be neglected in education in this digital era. Although academic intelligence is very important, good character building is far more essential in equipping students to face the challenges of life. Generation Z teachers must be able to combine intellectual and moral approaches in every learning process. Learning that focuses on emotional, spiritual and social intelligence can help students to develop into individuals who are not only intellectually intelligent, but also mature in terms of character and integrity. This is in line with the expectations of educators who want to produce students who not only excel in academics but also have noble character.

Ultimately, the relevance of student intelligence and moral values in education is becoming increasingly important in the midst of a challenging digital era. Education in the future must be able to integrate these two important aspects-academic intelligence and moral character-in order to produce a generation that is not only intelligent but also noble. Generation Z teachers, with their closer understanding of technology and the challenges of the times, are expected to be agents of change who are able to direct students towards a balance between intelligence and morality.

Overall, the results of this study provide a clear picture of the importance of a holistic approach in education, which focuses not only on academic aspects but also on the development of student character. The relevance between intelligence and moral values must be carefully maintained to produce a generation that is ready to face global challenges in the future. Therefore, generation Z teachers must continue to develop their competencies in facing the challenges of the times and collaborate with parents and communities to create an educational environment that supports the balanced development of intelligence and character in Alpha generation students.

4. CONCLUSION

The Alpha generation is facing the challenge of significant moral changes, such as a decline in manners, empathy and ethics. Technology, the COVID-19 pandemic, and the role of parents are the main causes of this change. Nonetheless, this generation shows positive potential such as courage and curiosity. Generation Alpha, which grew up with technology from an early age, presents great challenges for educators, especially in the aspects of attention, motivation to learn, and morale. Dependence on technology reduces students' focus and productivity, while instant mindset and low motivation further deteriorate the learning process. Social media is also a moral challenge, affecting the manners and character of students who are often exposed to unfiltered information. Intelligence and morality are important elements in the formation of an ideal human nature. In the Alpha generation, the main challenge is to balance their high intellectual intelligence with moral values such as empathy, responsibility and discipline. This requires synergy between schools, families and the students themselves.

The interview results show that an approach based on Islamic education values such as tawhid, morals and justice is key in building this balance. The method of habituation, exemplary behavior from teachers, creative learning, and positive use of technology are effective strategies. In addition, collaboration with parents plays an important role in ensuring that moral values taught at school are consistently applied at home.

By applying creative and relevant learning methods, as well as providing space for students to innovate within the moral corridor, the Alpha generation can develop into individuals who are not only intellectually smart but also highly moral, so as to be able to face the challenges of the digital era with solid values.

Generation Alpha needs an engaging, relevant and consistent educational approach to balance intellectual intelligence with moral values. This includes:

a. *Engaging and Fun Approach:* The use of technology, interactive methods, and creative learning delivered with love and warmth.

b. *Curriculum Consistency:* A stable curriculum that is relevant to the challenges of the times, such as social media, diversity, and environmental issues, while integrating Islamic values.

c. *Early Internalization of Moral Values:* Collaboration between teachers and parents to instill adab and morals through habituation and real examples.

Through this approach, Islamic education can form a smart, civilized and moral generation in accordance with the demands of the modern era.

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