

Empowering Generation Z through Digital Legal Literacy and Islamic Economic Literacy at Ma'had Tahfiz An-Nur Kuala Lumpur

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ABSTRACT

This community service aims to empower Generation Z through digital legal literacy and Islamic economic literacy at Ma'had Tahfiz An-Nur, Kuala Lumpur. The program contributes to strengthening legal awareness, ethical digital behavior, and Sharia-based economic understanding among santri in response to rapid digital transformation. The service was conducted through an empowerment-based and participatory approach, including interactive lectures, guided discussions, case-based learning, and reflective evaluation. The activities were implemented in a structured, face-to-face format during the Ma'had's academic period. The results indicate increased awareness of digital legal risks and improved understanding of Islamic economic principles in digital practices. This program implies the importance of interdisciplinary community engagement in fostering responsible, ethical, and law-abiding digital citizens.

INTRODUCTION

The rapid expansion of digital technology and social media has profoundly influenced the behavior, communication patterns, and decision-making processes of Generation Z. (Ridwan et al., 2025) As digital natives, Generation Z actively engages in online platforms for social interaction, learning, and economic activities. (Masruroh, 2025) However, this high level of digital engagement is not always accompanied by adequate digital legal literacy and an understanding of Islamic economic principles, particularly within religious educational institutions such as Ma'had Tahfiz. (Tabatabaei et al., 2024)

Empirical phenomena indicate that many young individuals lack sufficient awareness of digital legal issues, including online ethics, data privacy protection, and potential cyber law violations. (Parwitasari et al., 2025) Simultaneously, Islamic economic literacy among Generation Z often remains theoretical and detached from digital practices, such as online transactions, digital financial platforms, and social media based economic activities. (Azizah et al., 2025) This gap creates legal vulnerabilities and increases the risk of practices that are inconsistent with Sharia principles. (Karina et al., 2025)

Ma'had Tahfiz An-Nur Kuala Lumpur plays a strategic role in shaping the moral and spiritual character of Generation Z. Nevertheless, the institution faces challenges in equipping students with contextual knowledge related to digital legal awareness and Islamic economic literacy that aligns with the realities of the digital era. Without targeted educational interventions, santri may struggle to navigate digital spaces responsibly while upholding ethical, legal, and Sharia-based values.

This community engagement program was therefore designed to empower Generation Z through the strengthening of digital legal literacy and Islamic economic literacy. The empowerment approach emphasizes not only knowledge transfer but also the development of awareness, critical thinking, and responsible behavior in digital environments. The program integrates legal perspectives on digital regulation with Islamic economic principles to ensure relevance to the daily digital practices of santri.

The key contribution of this community service lies in its interdisciplinary approach, combining legal studies and Islamic economics into a unified literacy framework tailored to a religious educational context. This program contributes to the development of a generation that is legally aware, digitally ethical, and economically responsible based on Sharia values, while also offering a replicable model of collaborative community engagement for similar institutions in the future.

IMPLEMENTATION AND METHODS

This community engagement program was implemented at Ma'had Tahfiz An-Nur, Kuala Lumpur, Malaysia. The activity was conducted during the academic period of the Ma'had in a structured and face-to-face format to ensure effective interaction between facilitators and participants. The location was selected due to its strategic role in shaping the religious, moral, and social character of Generation Z students within a digital environment.

The participants of this program were Generation Z santri (students) of Ma'had Tahfiz An-Nur, consisting of male and female students with diverse educational backgrounds. A total of approximately 25 participants were involved in the activity. The participants were selected based on their active engagement in digital media usage and their potential role as agents of change within the Ma'had community.

The community service employed an empowerment-based and participatory approach, emphasizing active involvement of participants throughout the program. The implementation methods included interactive lectures, guided discussions, case-based learning, and reflective evaluation. This approach was chosen to encourage critical awareness, contextual understanding, and practical application of the knowledge delivered.

The materials presented were integrative and interdisciplinary, combining perspectives from digital legal literacy and Islamic economic literacy. Digital legal literacy materials covered topics such as digital ethics, social media regulation, cyber law awareness, and data privacy protection. Meanwhile, Islamic economic literacy materials focused on Sharia principles in digital economic activities, ethical online transactions, financial responsibility, and the alignment of digital behavior with Islamic economic values.

To measure the effectiveness of the activity, simple evaluations were conducted through participant feedback, question-and-answer sessions, and reflective discussions. These evaluations aimed to assess participants' understanding, awareness, and readiness to apply digital legal knowledge and Islamic economic principles in their daily digital activities.

RESULTS AND DISCUSSION

The community engagement program demonstrated a positive impact on participants' understanding of digital legal issues. Prior to the activity, most participants perceived social media usage primarily as a personal and unrestricted space, with limited awareness of legal consequences related to online behavior. During the implementation, participants actively engaged in discussions on digital ethics, cyber law, and data privacy, indicating a growing awareness of the legal dimensions of digital activities.

The results showed that participants began to recognize the importance of responsible digital behavior, particularly in relation to content sharing, online communication, and personal data protection. Case-based discussions on social media regulation encouraged participants to critically reflect on their daily digital practices. This finding supports the notion that contextual and participatory legal literacy education is effective in strengthening legal awareness among Generation Z in religious educational settings. (Sitinjak & Siringo-ringo, 2025)



Figure 1. Delivery of Digital Legal and Islamic Economic Literacy Materials

In addition to legal awareness, the program contributed to the enhancement of Islamic economic literacy among participants. Initially, participants tended to associate Islamic economics solely with conventional topics such as halal transactions and prohibition of riba, without linking these principles to digital economic activities. (Yurmaini et al., 2021) Through the service program, participants were introduced to Sharia-based perspectives on online transactions, digital financial platforms, and ethical economic behavior in digital spaces.

The discussions revealed an increased understanding of how Islamic economic values can guide responsible digital consumption and financial decision making. (Sawari et al., 2024) Participants demonstrated improved awareness of ethical considerations in online buying and selling, digital payment usage, and social media-based economic activities. This result highlights the relevance of integrating Islamic economic literacy into digital education for Generation Z, particularly in institutions focused on Islamic character development.



Figure 2. Active Participant Engagement in Discussion

One of the key outcomes of this community service was the successful integration of digital legal literacy and Islamic economic literacy within a single empowerment framework. Participants were able to connect legal norms with ethical and Sharia-based values, enabling a more holistic understanding of digital behavior. (Suganda, 2025) This interdisciplinary approach helped participants view digital responsibility not only as legal compliance but also as moral and religious accountability.

The integration model proved effective in bridging the gap between normative legal knowledge and value-based economic principles. Participants expressed greater confidence in navigating digital spaces while adhering to both legal regulations and Islamic economic ethics. This finding indicates that collaborative community engagement across disciplines can enhance the effectiveness of literacy-based empowerment programs.

Active participation was a significant indicator of the program's success. Participants showed high levels of engagement during interactive lectures, discussions, and reflective sessions. The empowerment-based approach encouraged participants to voice their opinions, share experiences, and propose solutions to digital challenges they commonly face. This participatory dynamic contributed to a more meaningful learning experience and strengthened participants' sense of ownership over the knowledge gained.



Figure 3. Participants Actively Participating in the Community Service Activities

Furthermore, participants demonstrated increased readiness to act as agents of change within their educational environment. Several participants expressed intentions to apply the acquired knowledge in peer discussions and daily digital practices. This outcome aligns with the primary objective of community service, which emphasizes sustainable impact through knowledge dissemination and behavioral change at the community level.

The results of this program indicate that targeted community engagement initiatives focusing on digital legal literacy and Islamic economic literacy are highly relevant for Generation Z in religious educational institutions. The program provides a practical model for integrating interdisciplinary knowledge into community service activities, particularly in the context of rapid digital transformation.



Figure 4. Documentation after the Community Service Activities

From a broader perspective, this community service contributes to sustainable community development by fostering legally aware, ethically responsible, and economically conscious digital citizens. The approach and outcomes of this program may serve as a reference for similar community engagement initiatives in other Islamic educational institutions, both locally and internationally.

CONCLUSIONS AND RECOMMENDATIONS

This community service program demonstrates that empowering Generation Z through digital legal literacy and Islamic economic literacy is highly relevant and effective within the context of religious educational institutions. The results indicate an improvement in participants' awareness of digital legal issues, ethical behavior in digital spaces, and the application of Islamic economic principles in daily digital activities. The integration of legal and Sharia-based perspectives provides a holistic framework that supports responsible, ethical, and law-abiding digital behavior.

Furthermore, the empowerment-based and participatory approach adopted in this program encourages active engagement, critical reflection, and sustainable learning outcomes. The collaboration between legal studies and Islamic economics strengthens the relevance and practical impact of community engagement activities, particularly in preparing Generation Z to navigate digital challenges responsibly.

Based on the results of the program, it is recommended that similar community service initiatives be implemented continuously and expanded to other Islamic educational institutions. Future programs may incorporate more practice-oriented activities, such as simulations of digital transactions and case-based legal problem solving, to further strengthen participants' competencies. In addition, institutional collaboration between educators, legal practitioners, and Islamic economic experts should be enhanced to ensure the sustainability and scalability of digital literacy empowerment programs.

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