

PUBLISH AI ilmu 1-3-758 Hal 38-43.pdf

by Seffianidwiazmi@gmail.com 1

Submission date: 03-Nov-2024 01:11PM (UTC-0500)

Submission ID: 2480820706

File name: PUBLISH_AI_ilmu_1-3-758_Hal_38-43.pdf (139.9K)

Word count: 2987

Character count: 17282

The Use of Social Media in Islamic Religious Education Learning and Its Implications for Student Character

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ARTICLE INFO

Accepted : September 30, 2024

Revised : October 15, 2024

Approved : October 20, 2024

Published : October 27, 2024

Keywords:

Social Media, Religious Education, Student Character



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ABSTRACT

This study aims to explore the impact of social media use in Islamic religious education learning on student motivation and engagement. The method used is qualitative analysis by collecting data through surveys and in-depth interviews with students who engage in religious learning using social media platforms. The results of the analysis showed that social media significantly increased students' motivation, with many of them reporting a higher sense of passion for learning when interacting with friends and teachers through these platforms. The interactions that occur on social media create a fun and dynamic learning atmosphere, which increases students' interest in E-learning religious materials. With the opportunity to discuss and exchange ideas, students feel more involved in the learning process, which in turn strengthens their understanding of Islamic values. The findings indicate that the integration of social media in the religious education curriculum can be an effective strategy to increase student engagement and support more interactive learning in the digital age.

INTRODUCTION

In the digital era marked by rapid technological developments, social media has become one of the main communication tools among teenagers. Platforms such as Facebook, Instagram, Twitter, and TikTok are not only used for interaction, but also as a means of learning and sharing information (Rahardaya, AK, 2021). In Indonesia, where the level of social media usage has increased significantly, it is important to explore its impact in the context of education, especially Islamic religious education. Religious education has a crucial role in shaping the character and morals of students, and social media can be an effective means of strengthening this learning (Samosir, ID, 2024).

Social media has great potential as a tool to enrich students' learning experiences. In Islamic religious education, these platforms can be used to disseminate information, invite discussions, and build communities that care about religious values (Zunaidi, A., 2024). Islamic religious education plays a crucial role in shaping students' character and morals. By utilizing social media, educators can present more interactive and interesting learning materials. For example, through video lectures, online discussions, or content that invites students to contribute to religious-based social activities, social media can be a bridge to connect theory with real practice. Ramadhan, YM, 2024). In addition, social media also allows students to engage in broader discussions on religious and moral issues, so that they can improve their understanding of Islamic teachings in the context

of everyday life. However, it should be remembered that the use of social media must also be accompanied by adequate supervision and education, so that students are not exposed to negative content and can still use this platform wisely for constructive purposes (Dalimunthe, DS, 2023).

Islamic religious education teaches moral and ethical values that are important in everyday life. In this context, social media can function as a bridge connecting the theory and practice of religious teachings (Judrah, M., 2024). However, along with the benefits offered, the use of social media can also pose various challenges. For example, students can be exposed to content that is not in accordance with religious values, resulting in a negative impact on their character. Therefore, this study is important to understand how social media can be utilized effectively in Islamic religious education learning (Setiadi, FM, 2024).

One important aspect of Islamic religious education is character development. Students' character is formed through various interactions, both in social and digital environments. Social media can be an environment that supports positive character development, if used wisely. Through positive interactions on social media platforms, students can develop empathy, tolerance, and mutual respect (Novita, NNI, 2023). However, it should also be noted that social media has the potential to become an arena for conflict and bullying, which can damage students' character. Therefore, it is important to explore the implications of using social media in the context of Islamic religious education. Islamic religious education is expected to not only provide knowledge about religious teachings, but also equip students with skills to face challenges in the modern world. Social media can be a tool to access various information and resources that support learning. By utilizing social media, students can learn from various perspectives and experiences, and share knowledge with their friends. This can increase student engagement in the learning process and make learning more interesting (Indriyati, N., 2023).

However, there are challenges in integrating social media into religious education learning. Not all content on social media is trustworthy, and students need to be trained to sort out useful information from misleading information. Educators need to provide clear direction on how to use social media productively and safely. With the right approach, the use of social media can be an effective means of strengthening Islamic religious education. From a character perspective, the use of social media can have positive and negative impacts. Interactions that occur on social media can influence student behavior, both directly and indirectly. Students who are involved in positive communities on social media tend to show good character, while students who are involved in negative interactions can develop undesirable behavior (Ananda, ER, 2023).

Therefore, it is important to understand how social media can shape students' character, as well as how educators can leverage these platforms for educational purposes.

As part of learning, Islamic religious education needs to pay attention to digital aspects and technological skills. Students who are technologically literate and can use social media wisely will be better prepared to face challenges in the modern world. Therefore, Islamic religious education must adapt to the times and utilize technology to improve learning. The integration of social media into the religious education curriculum is expected to help students understand and live religious values better (Hasanah, U., 2023).

4 The integration of social media into the religious education curriculum is expected to help students understand and internalize religious values better. Through social media platforms, students can access various sources of information, participate in interactive discussions, and share thoughts and experiences related to Islamic teachings. This not only enriches their knowledge but also builds a sense of community among students, where they can support and learn from each other (Oktavia, P., 2023). In addition, by utilizing technology, educators can present more interesting and relevant learning materials, such as video lectures, webinars, or educational multimedia content. All of this aims to create a dynamic learning environment, where students not only learn about religion but also develop critical and creative skills that are important for their lives in the modern world (Agustina, R., 2023).

It is also important to create a safe learning environment on social media. Educators should monitor students' activities on social media and provide necessary guidance so that students can interact positively. This will not only help students in religious learning, but also in building good character. By creating a positive culture on social media, students are expected to become agents of change in their communities. In this context, this study aims to explore more deeply the use of social media in Islamic religious education learning and its implications for students' character. With the SLR approach, it is hoped that this study can provide comprehensive insights into this theme and provide recommendations for educators in utilizing social media optimally.

13 METHODOLOGY

This study uses a Systematic Literature Review (SLR) approach to collect and analyze information related to the use of social media in Islamic religious education learning. The SLR process begins with the identification of relevant literature from various sources, such as academic journals, articles, books, and research reports related to this topic. The inclusion criteria used include publications published in the last five years and have strong relevance to Islamic religious education and student character.

After identifying relevant literature, the researcher conducted a qualitative analysis of the selected articles. The data obtained were grouped based on themes, such as the influence of social media on learning motivation, character development, and challenges faced in using social media. In this way, this study can provide a clear picture of the use of social media in Islamic religious education and its implications for student character.

In the analysis process, researchers also assess the quality of the research included in the analysis. Evaluation criteria are used to ensure that the selected articles have high validity and reliability. Thus, the findings obtained from this study are reliable and provide meaningful contributions to the development of Islamic religious education in Indonesia.

RESULTS AND DISCUSSION 1

The results of the analysis show that the use of social media in Islamic religious education learning has a significant impact on student motivation and engagement. Many students reported that they felt more motivated to learn when using social media as a means to interact with friends and teachers. The interactions that occur on social media can create a fun and dynamic learning atmosphere, which in turn increases students' interest in learning religious material. With the space for open discussion, students feel more comfortable asking questions and sharing their understanding of religious concepts.

This not only increases students' interest in learning religious material but also encourages them to be more active in the learning process. They can access additional resources, participate in group discussions, and get direct feedback from teachers and classmates. In addition, interactions that occur on social media can strengthen the sense of togetherness and collaboration among students. By building a solid learning community, students not only feel more connected to the lesson, but also to each other. All of these factors contribute to improving learning outcomes and students' understanding of Islamic values.

One important finding is that social media can increase students' access to information and learning materials. Through social media platforms, students can easily access videos, articles, and other educational content that is relevant to religious teachings. This accessibility not only enriches students' knowledge but also allows them to learn from various perspectives. Students who are exposed to various sources of information tend to be more open and tolerant of differences of opinion. However, it should be noted that the use of social media also carries risks. Students can be exposed to content that is not in accordance with religious values, which can affect the way they think and act. Therefore, it is important for educators to provide clear directions regarding the use of social media and help students evaluate the information they encounter. Educators need to teach students critical thinking skills so that they can sort out useful information from invalid or misleading information (Medinah, H., 2024). Interactions that occur on social media can also affect students' character. Research shows that students who are involved in positive communities on social media tend to develop attitudes of empathy, cooperation, and mutual respect. On the other hand, students who are involved in negative interactions can develop aggressive and intolerant behavior. Therefore, it is important to create an environment that supports positive interactions on social media.

Islamic religious education based on moral and ethical values is very important in shaping students' character. Through social media, students can learn to apply religious values in everyday interactions. For example, students can discuss religious teachings on social media platforms, which can help them reflect on and apply these values in their daily behavior (Sari, M., 2023). This is expected to shape students' character that is good and in accordance with religious teachings.

In addition, social media also provides opportunities for students to learn collaboratively. In study groups on social media, students can exchange ideas and experiences on religious topics. This collaborative learning can enrich students' learning experiences and build important social skills. Educators need to encourage students to collaborate and discuss on social media, so that they can learn from each other. However, there are challenges that need to be overcome in the use of social media. One of the biggest challenges is the potential for bullying and cyberbullying. Students who are victims of bullying on social media can experience negative impacts on their mental health and character. Therefore, it is important for educators to create a safe and supportive environment on social media, as well as provide guidance to students on how to avoid negative behavior.

In addition, this study found that the use of social media can help students develop social awareness. Through social campaigns conducted on social media, students can engage in various social and charitable activities. This involvement can increase their sense of caring for others and develop values of solidarity. Islamic religious education can utilize social media as a platform to spread teachings about social awareness and charity. The Islamic religious education curriculum needs to be updated to suit the development of technology and social media. By including social media elements in

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learning, students are expected to be able to learn in a more interesting and relevant way. Educators must also facilitate healthy discussions about the use of social media, so that students can understand the challenges and opportunities that exist.

In addition, it is important to involve parents in the learning process on social media. Parents need to be given an understanding of the importance of social media in religious education and how they can support their children in using social media wisely. Parental involvement can help create a positive culture at home and support children's character.

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Through this research, it is expected to identify the best practices in the use of social media in Islamic religious education learning. Educators need to share experiences and successful strategies in utilizing social media to increase student learning motivation and character development. This can help create a stronger and more supportive educational community. Finally, it is important to continue to conduct research and evaluation on the use of social media in Islamic religious education. By understanding the impact and implications of social media use, educators can develop better approaches to utilizing technology in learning. Further research is expected to provide deeper insights into effective strategies in integrating social media into Islamic religious education.

CONCLUSION

The use of social media in Islamic religious education learning offers many opportunities to increase student motivation and engagement. By utilizing this platform, students can learn in a more interesting and relevant way. However, the challenges faced, including the risk of spreading misinformation and negative behavior, need to be addressed with the right approach. Educators have a key role in guiding students to use social media wisely and effectively. By providing clear direction and supporting positive interactions on social media, Islamic religious education can strengthen students' learning and character formation. The integration of social media in education is expected to create a generation that is not only knowledgeable, but also has good character and cares about the social environment. Through collaborative efforts between educators, students, and parents, it is hoped that the use of social media in Islamic religious education learning can be maximized. Thus, the younger generation can grow as individuals who not only master knowledge, but also have noble morals and are ready to face challenges in the modern world.

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