# UTILIZATION OF SOCIAL MEDIA AS A LEARNING MEDIA FOR ISLAMIC RELIGIOUS EDUCATION

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**Abstract:**
This research is to determine the impact of the implementation of social media as a learning media in particular. Field facts where the use of social media in the form of the internet in Indonesia shows that the development of technology has progressed rapidly. Not a few schools and universities in Indonesia that utilize technological advances as one of the media in learning, one of which is Islamic religious education. The author then by applying qualitative method, with a literature study examines the impact of the use of social media in learning Islamic religious education, both about positive and negative effects. This is also motivated by the use of social media which is recently used by students. Social media has a positive influence on socialization among its users but can also have a bad effect in real life. This then causes changes in the ability of children in learning and understanding the teaching material of Islamic religious education, both in the form of academic abilities or personality.

**Keywords:** *Social media, learning, learning media, Islamic religious education*

## INTRODUCTION

The development of the current digital era, we can say, has developed rapidly. Almost all aspects of life experience change with rapid progress. We can see that all activities that we do daily use more social media. The presence of social media has many positive impacts on human life, especially very effective in terms of long-distance communication. We can understand social media as a set of communication tools that contain various possibilities for new forms of interaction (Brogan, 2010).

The development of science and technology (IPTEK) has an important influence on every element of society, from children to adults and even the elderly. The use of social media also participates in changing the habits of daily life patterns starting from lifestyle, and interactions, especially in the world of education, social skills, and so on. (Sharma et al., 2021) social media has a role in education, the learning process seems to have unique characteristics, where students can not only get learning at school but can be anywhere, anytime when that person feels convenient for study.

Advances in modern technology certainly affect developments in the world of education. (Arsyad, 2015) It is known that learning media can arouse the desires and interests of students, stimulate and motivate students in learning, and bring psychological influences on students. (Lusiana and Maryanti, 2020) learning media such as WhatsApp Groups are considered quite effective in conveying material during online learning, especially during the covid-19 period.

19 which also has an impact on the world of education, so learning must be carried out online.

(Arsyad, 2015) It is also said that learning media can help improve understanding, have an attractive and trustworthy appearance, and make it easier for students to absorb information. This is where the task for the teacher, (Ediyani et al., 2020) teachers are required to be able to utilize technology as a learning medium and develop learning media as a step in providing information in the teaching and learning

process. Learning media development activities in general must go through three major steps, namely planning, production and assessment activities.

There are still many teachers who have not been able to utilize social media as a medium of learning. (Puspitarini and Hanif, 2019) The use of the lecture method in the learning process does not attract students' interest which results in decreased motivation and students do not understand the material being taught. In addition, students are also more interested in chatting with classmates, daydreaming, and being busy by themselves. (Dwistia, Purwanto and Sunawan, 2016) This can be overcome by implementing a self-management strategy. Where the teacher trains students to control behaviour, which starts with learning activities, and class participation, trains students to monitor the behaviour and stimulate themselves to suppress the emergence of behaviour that is considered problematic, and self-evaluate whether experiencing the desired change.

There are still many teachers who think that the use of social media is ineffective. (Rahardja et al., 2019) However, what needs to be understood is that communication carried out by educators and students can be carried out with communication media. For example virtually with information technology media and internet-based technology. Technological developments make a series of people prefer different things from various points of view.

(Waode, Alimuddin and Rhiza, 2019) One assumption about social media is that it can complement the role of a teacher in providing sources of information to support the learning process. The existence of social media makes it easier for a student to receive information, access several educational sites, and make it easier to communicate with a teacher. Today's young generation as a generation that has the desire to create new things must be able to

sort out useful advantages according to needs, and use social media for activities that are not good.

(Yohanna, 2020) One of the positive effects of social media is that students get the latest information more easily and the negative impact is that students become addicted to using social media which causes them not to interact with their environment. Meanwhile, (Dwistia, Latif and Widiastuti, 2013) reveal that the learning achievement achieved by students is the result of social interaction with their environment. (Ibrahim, 2016) social media is very influential in teaching and learning activities. In learning activities, teachers can position themselves to get closer to students without boundaries and distance. Apart from that, peer

## RESEARCH METHODS
This study uses a qualitative method with literature studies collecting secondary data obtained from previous articles, books and journals to determine the impact of using social media in learning Islamic Religious Education applied in Indonesia.

## RESULTS AND DISCUSSION
## Islamic education
(Zuhairi, 2009) Islam is a religion that teaches mankind about various aspects of life, both worldly and spiritual matters. As we understand, one of the teachings of Islam is to oblige education. In addition to education being a science for provision and life, it is also understood that education is a need for human life that must be met to achieve prosperity and happiness in the afterlife.

(Marimba, 1989) argues that Islamic religious education is physical and spiritual guidance based on Islamic religious laws towards the formation of a Muslim personality. Muslim personality is a personality that has Islamic religious values, chooses and decides and does something based on Islamic values. In this context, the basis on which Islamic education is based is a source of true values and also a force that can lead students towards educational attainment. The basis of reference in Islamic education is the Al-Quran and Sunnah (Hadith).

Establishing the Al-Quran and Hadith as the basis of Islamic education is not

only seen as truth based on faith alone. In general, hadith is understood as everything that is based on the Prophet, whether in the form of words, deeds, and provisions. The personality of the Apostle swat al-Hashanah is a good example (Nizar, 2002). In the learning process, one of the factors that influence student behaviour is the student's attitude factor

Alone. Attitude is a form of reaction or response to certain objects, such as people, goods, and so on, either positively or negatively (Tohirin, 2005).

The scope of Islamic religious education is all forms or things that are directly related to Islamic religious education. Such as educators, students, sources of Islamic religious teachings as well as tools or learning media for Islamic religious education. According to (Ramayulis, 2015) the purpose of Islamic religious education is to increase students' faith, understanding, appreciation and practice of Islam. The hope to be achieved is to become a Muslim human being who has faith and piety to Allah SWT and has a noble character in personal, social, national and state life.

**Instructional Media**

The development of science and technology has brought very significant changes, especially to the dimensions of human life. This can be seen in social, cultural, economic, and educational changes. So that education is not left behind and can continue to develop according to the times, it is hoped that there will be adjustments to the teaching system in schools. (Asnawir, Usman, 2002) One of the adjustment factors related to teaching is the need for mastery in terms of updating learning media that must be learned and mastered by the teacher. This will have a good impact on the delivery of teaching materials so that they are efficient and well-conveyed to students.

The word media comes from the Latin medius which means "middle", "intermediary" or "introduction". In Arabic, the media is an intermediary or message delivery from the sender to the recipient of the message. (Arsyad, 2015) So, it can be concluded that media is a tool for conveying or delivering teaching messages. The Association for Education and Communication Technology (AECT) defines media as any form that is used for the process of distributing information. Furthermore, the National Education Association (NEA) defines media as forms of communication, both printed and printed

audiovisual equipment. The media should be seen, heard and read (Sadiman, 2009). According to Dina Indiana explained that the media is a very useful tool for students and educators in the learning and teaching process (Dina, 2011).

When it is associated with learning, some experts define it as follows, (Miarso, 2004) learning media are things that are used to channel messages that can stimulate the thoughts, feelings, attention, and willingness of the learner so that they can encourage a learning process that is intentional, purposeful, and under control. Likewise (Ibrahim and Syaodih, 2010), say that the media is a channel for messages or lesson content. Meanwhile, according to (Arsyad, 2015), learning media is anything that can be used to convey messages or information in learning, and it is hoped that social media can stimulate students' attention as well as interest in learning.

The use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time (Wiroatmodjo and Sasonohardjo, 2002).

Seeing the meaning of the media and the history of the prophet above, if it is related to the learning process, the teacher should use interesting teaching media so that students are more interested and motivated in participating in learning activities. It is intended that learning can be achieved more optimally (Sadiman, 2009). With the rapid advancement of technology today, students can easily get information. The teaching media that we provide must be taken with various considerations, so as not to cause them to have a permissive attitude.

Students must continue to be supervised and guided in the use of technology, including social media as a medium for teaching PAI learning. Because when we are not

careful, students can misuse social media without first considering the positive or negative effects when interacting on the internet so there is a tendency to often get information or knowledge of the Islamic religion.

which are fragmentary and result in misunderstanding. Thus, the responsibilities of teachers in the millennial era are increasingly complex so teachers are required to be technologically literate and must also have values that can shape the character and personality of their students in dealing with the current internet world (Zazin and Zaim, 2019).

## Social Media as Learning Media for PAI

Social media is media that allows its users to connect with anyone and anywhere. This social media is in the form of sites and applications that involve internet-based technology (Triastuti, Endah, Dimas Adrianto, 2017). Social media can also be interpreted as a resource that arises due to interactions between individuals and other individuals in a community (Alyusi, 2018). Social media is one of the platforms that appear in cyber media, in other words, the characteristics of social media are not much different from cyber media, namely: 1) Network, 2) Information, 3) Archives, 4) Interaction (interactivity), 5) Simulation of society (simulation of society), 6) Content by users (user-generated content), 7) Dissemination (share/sharing)

Social media or new media offers remote communication interactions that allow users of social media to have a choice of information to be consumed. Social media (online) is also known as social networking, not online mass media because social media has social power that is very influential for public opinion that develops in society (Watie, 2016).

So social media is an interactive application or internet web-based tool that is carried out online and is used to communicate, socialize, also to convey messages between media users, both individuals or groups that allow users to interact, share, exchange information, ideas, forms of expression, play and other activities without having to be limited by space and time through virtual communities and networks. Social media can also be carried out in various forms of two-way exchange in various forms such as collaboration, and getting to know each other in written, visual and audiovisual forms (Sari, 2021).

Some of the benefits of using social media as a means of learning, listening and conveying information, as a means of documentation, administration and integration, as a means of planning, strategy and management, and means of control, evaluation and measurement.
Social media can also function to check on organizations and evaluate various plans and strategies that have been carried out in a community or organization (Triastuti, Endah, Dimas Adrianto, 2017).

There are several functions of social media according to their use, namely as a medium to expand social interaction using the internet, as a medium that changes the practice of one-way communication with one source to communicate with many other sources, transmit knowledge and information, transforms society from users into a message or information makers. Doni, 2017).

Social media is a relatively new concept and is the centre of attention of many educators, teachers and parents in education (Zazin and Zaim, 2019). In the era of the millennial era 4.0, especially in the world of Islamic religious education, the process of learning and teaching Islam has been in an advanced digital world. For learning to be more effective and efficient, of course in the world of education in particular, our problem is not only strengthening teaching materials but also learning media (Ahmadi, 2018).

The current source of learning literacy is no longer reading printed books, children use digital as they breathe oxygen. Not only subject matter but various information can be obtained easily through social media. What educators need to pay attention to is not students
abusing today's increasingly sophisticated facilities. The most important thing we have

to do is direct them to learn proportionally by giving structured and systematic tasks (Maesaroh, 2014).

According to Fisk, as stated by Anealka Aziz Hussin, there are nine trends related to Education 4.0. learning can be done anytime anywhere, learning will be individual, students can determine how they want to learn, students will be exposed to more project-based learning, students will be exposed to direct learning through field experiences such as internships, mentoring projects and collaborative projects, students will be exposed to the interpretation of data by applying theoretical knowledge and reasoning skills to make conclusions, factual knowledge of students can be assessed during the learning process, while the application of knowledge can be tested when they work on projects in the field, in designing and updating opinion curricula students will be considered, students will become more independent in and teachers act as facilitators of student learning processes (Zazin and Zaim, 2019).

Social media such as Google Classroom, Google Meet, Zoom, Facebook, YouTube, and so on are some of the choices of social media that can be used as learning tools. Online media libraries, e-learning and online learning media developed by the Ministry of Religion and the Ministry of Education and Culture can be used to support learning media, especially PAI lessons (Jai, Rochman and Nurmila, 2020).

Achmad Ridwan used social media during the Covid-19 pandemic. The use of social media is expected to provide a rich learning experience
meaningful for students. Before establishing social media as learning media, it is best to develop a social media utilization plan with stages
(1) determining learning objectives, (2) preparing learning materials, and (3) planning assessment instruments. It is known that the proper way to use social media as a medium for learning the Indonesian language and literature can be done by giving structured assignments through creative activities to produce videos, pictures or infographics, as well as keeping writing and reading journals.

Likewise, the findings (Yuliani, Kamal and Sesmiarni, 2022), that Zoom Meeting, WhatsApp, and Google Classroom can be used as learning media in assisting the teaching and learning process. But the media also has problems such as difficulty buying packages, network interference, not understanding the material, and limited learning media. The solutions provided in using these learning media are face-to-face and online (hybrid learning), using media that students understand, internet quota assistance, and training in making learning media.

The author concludes that Religion teachers can use social media in carrying out the learning process. Social media in this modern era is very influential in society, especially among students. Children spend a lot of time surfing social media. This is a consideration for researchers by using social media students will be more interested in participating in the teaching and learning process. Of course, this activity must pay attention to what material will be given to students because the researcher considers it necessary to carry out face-to-face meetings when discussing teaching material, there must be teacher assistance so that misunderstandings do not occur.

**The Impact of Utilizing Social Media as a Learning Media for PAI**

Today the development of social media is increasing every day. Until finally electronic-based learning emerges and has an impact on the fast, precise and accurate implementation of performance, thereby increasing productivity
at work (Uno and Lamatenggo, 2011). One of them is in presenting learning materials via the internet such as electronic mail (Sa'ud, 2008). The development of social media certainly has many impacts, both positive and negative impacts on education.

(Apriansyah and Antoni, 2020) The results of using the internet at universities in South Sumatra are widely used by students as a forum for searching for information, such as spending free time looking for lecture materials to support the learning process on campus. However, it is also known that social media is also used as a means of entertainment for students. (Riko, Anggraini Puji Lestari and Dewi Lestari, 2020) In

addition, applying social media as a learning medium has also been shown to improve teacher quality and creativity in teaching.

(Suci, Muslim and Chaeruman, 2022) also agrees that the use of social media can support learning. Because social media is popular among students, it gives rise to benefits for social media users in sharing information learning resources, interacting, collaborating, and discussing. Of course, collaborative learning outside of the classroom can be realized. This is agreed upon (Ansari and Khan, 2020) which reveals that online social media for collaborative learning has a significant impact on interactivity with peers, teachers, and online knowledge so that students' academic performance increases.

Fhatimah explained that the positive impact of using social media is getting information about knowledge, tips and learning tricks that make it easier to do assignments that support their achievements. The right way to overcome dependence on social media is by managing or managing time well, limiting time for using social media, and increasing outside activities, social media notifications should be turned off so that you can stay focused on doing tasks or other things that are being done.

Adapting, socializing with the public and managing friendship networks, as well as making it easy for children to complete their tasks are the positive impacts of the development of social media on children's moral education. While the negative impacts include being negligent in children so that children are less disciplined and lazy, children easily copying other people's works, being impolite both in dress and speech and often fighting due to dangerous scenes such as pornography, and violence. , wars and so on, as well as making children skip school because they feel more comfortable being in an internet cafe than studying at school. Therefore, social media can cause a decline in children's moral education.

The phenomenon that is happening now is that social media helps a lot of various activities, including in terms of education. Below will be explained a little about the positive and negative impacts of social media. The positive impacts of social media are 1) Facilitate the learning process, because it can be seen repeatedly; 2) Make it easier to interact with other people, and the media can be shared; 3) Add insight and generate new enthusiasm in learning; 4) Make it easier to get subject matter because the media is very interesting and not boring; 4) Eliminate student fatigue, because there is a design in learning; 5) Make it easier for students to gain religious knowledge. For example, through Islamic animated videos such as the Nussa and Rara animations which introduce a lot of Islamic religious knowledge among children

Besides the positive impacts, of course, social media also has negative impacts, for example as addictive, pornography, which will have an impact on learning, the playing environment and also the attitude behaviour, being lazy, disturbing the concentration of students' learning, spending pocket money, (especially if access from the cafe),

Students can be indoctrinated by irresponsible persons, spread unjust religious teachings, spread slander to fellow Muslims, students lose their humanity and only lead to pleasure and enjoyment, humans will be negligent or lulled by technology, so they forget their social life in the real world (Putro, 2005).

Puskakom examines the impact of social media on SK, SM, and SMU children, with special needs and parents and the benefits of social media for children and adolescents. The benefits of social media were found for children and adolescents as easy to find and obtain information of a general nature, such as information on the latest news, entertainment, hobbies, information about the outside world, etc., easily find information related to school assignments and lessons on social media, being able to connect easily with family and friends who are far and near, increasing creativity in making something useful, filling spare time, buying and selling online, promoting school activities

The negative effects of social media are also known:

1. cyberbullies
2. creates distance between children and family

3. health such as reduced vision

Islamic religious learning media based on social media cannot be separated from attention (Zazin and Zaim, 2019) which reveals that social media is a media for Islamic religious learning that is relevant to educating the Z-generation. The use of social media as a medium for learning and supervising students is the right step to implement. Some of the research above illustrates that social media can make learning activities interesting.

The faster technology is, the faster and easier it is for us to get the latest information. This should be a concern for teachers, especially in the implementation of the learning process. Gadgets are objects that cannot be separated from children, children can spend their time playing with gadgets. From this problem, the author concludes that we must take advantage of the situation by maximizing the function of the gadget properly. Interesting learning is sought so that students can be enthusiastic about participating in learning activities. For this reason, a good method is needed so that students voluntarily participate in learning.

Social media is of particular concern to researchers to apply it in learning. Especially during the Covid-19 pandemic, social media is the best alternative for carrying out learning. Teachers can use google meet or zoom in face-to-face online. It is proven that learning can be carried out properly. Learning with social media not only provides students with an understanding of teaching materials but can also increase their interest in talent by making teaching materials or students' assignments as interesting as possible with the help of media, such as YouTube so that the existence of gadgets will be more useful.

## CONCLUSION

teach. Especially in Islamic religious education, for example, teachers can teach children how to read the Koran using YouTube media, so that children can hear the vowel, qabalah, and recitation. Not only audio but visually children will be enthusiastic about the display of pictures that make children interested in learning religion.

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