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PLATFORM MEDIA SOSIAL SEBAGAI ALAT PEDAGOGIS DALAM PENDIDIKAN AGAMA ISLAM: TINJAUAN KRITIS

SOCIAL MEDIA PLATFORMS AS PEDAGOGICAL TOOLS IN ISLAMIC RELIGIOUS EDUCATION: A CRITICAL REVIEW

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Abstrak

Kata Kunci: Media Sosial, Pendidikan Agama Islam, Pedagogi, Tinjauan Kritis

Pendidikan agama Islam sangat memengaruhi pemahaman dan praktik keagamaan umat Muslim. Semakin banyak orang yang menggunakan media sosial sebagai alat untuk membantu mereka belajar di era komputer dan internet saat ini. Peran media sosial dalam pendidikan agama Islam masih menjadi perdebatan yang rumit meskipun memiliki potensi. Artikel ini meninjau penggunaan media sosial sebagai alat pedagogis dalam pendidikan agama Islam. Untuk mendapatkan pemahaman yang lebih baik tentang kerangka kerja yang relevan, konsep pedagogi Islam dan dasar-dasarnya dibahas. Tinjauan literatur tentang penggunaan media sosial dalam pendidikan agama Islam memberikan pemahaman yang mendalam tentang seberapa efektif, efisien, dan sulitnya menggunakan media sosial dalam konteks keagamaan. Pemahaman yang lebih baik tentang kompleksitas masalah ini dapat diperoleh dengan menganalisis secara menyeluruh manfaat, kekurangan, dan efek sosial, psikologis, dan kognitif penggunaan media sosial dalam pendidikan agama Islam. Dijelaskan bagaimana hasil penelitian ini berdampak pada metode pengajaran dan pembelajaran agama Islam. Diberikan juga saran untuk meningkatkan penggunaan media sosial dalam pendidikan agama. Studi ini menekankan masalah dan prospek masa depan dalam penggunaan media sosial dalam pendidikan agama Islam.

Abstract

Keywords: Social Media, Islamic

Islamic religious education greatly influences the religious understanding and practice of Muslims. More and more people

Religious Education, Pedagogy, Critical Review

are using social media as a tool to help them learn in today's computer and internet age. The role of social media in Islamic religious education is still a complicated debate despite its potential. This article reviews the use of social media as a pedagogical tool in Islamic religious education. To gain a better understanding of the relevant framework, the concepts of Islamic pedagogy and its basics are discussed. A literature review on the use of social media in Islamic religious education provides a deep understanding of how effective, efficient, and difficult it is to use social media in religious contexts. A better understanding of the complexity of these issues can be gained by thoroughly analyzing the social, psychological, and cognitive benefits, drawbacks, and effects of social media use in Islamic religious education. Explained how the results of this study have an impact on Islamic teaching and learning methods. Suggestions were also given to increase the use of social media in religious education. The study emphasizes the problems and future prospects in the use of social media in Islamic religious education.

INTRODUCTION

Social media has become an integral part of everyday life, used by billions of people around the world to communicate, share information and build communities. Platforms like Facebook, Twitter, Instagram, and YouTube are not only used for personal but also professional purposes. Social media has changed the way we interact, obtain information and consume content. In an educational context, social media offers new opportunities for engagement, collaboration, and more interactive and dynamic learning.

Social media plays an important role in various aspects of modern life. It has become an integral part of daily routines, impacting education, socialization, information seeking, entertainment, and even character development. (Aprilia, Elok, Puspita, 2022) In education, social media facilitates language learning, especially in improving writing skills. (Girish, Mude., Swapnil, 2023) Among different

generations, Gen Z tends to use social media more for education, entertainment, shopping and socialization compared to Gen Y. (Stina, Bengtsson., Sofia, 2022) Additionally, social media is deeply intertwined with everyday practices, offering a platform for communication, mood management, and filling empty slots in young adults' lives. (Ytre-Arne, 2023) The proliferation of smartphones further intensifies the role of social media in everyday navigation, blurring boundaries and affecting connections to communities and individuals. (Fadilah et al., 2022) In addition, social media influences character education, having a positive or negative impact on students, emphasizing the relevance of character formation through education.

In recent years, there has been a significant increase in the use of social media for educational purposes. This platform is used by educators to deliver lesson material, support class discussions, and build learning communities. Social media allows quick

access to educational resources, facilitates project-based learning, and encourages collaboration between students from different geographic locations. The use of social media also helps in increasing student engagement and makes learning more relevant to their daily lives.

The integration of social media in education is a growing trend with significant implications. Social media platforms are growing tools that influence the way individuals communicate and learn. (Waters, 2018) In higher education, social networking sites are recognized as valuable tools that enhance traditional teaching methods by providing a wealth of educational resources and facilitating interactions among students. (Yadav., Sandhya, Avasthi., Ayushi, Prakash., Meenakshi, nd) (*Social Media and Networking Applications in the Education Sector* , 2023) While social media initially focused on social interaction, it is now being explored for its educational potential, aiming to equip students with technological skills and self-confidence. (Tangirov, Ilhom, 2022) Additionally, social media plays a dual role in higher education by not only enhancing teaching but also serving as a powerful marketing tool to attract and engage students globally. (*Using Social Media to Facilitate Instruction and Increase Marketing in Global Higher Education* , 2022) The increasing use of social media in education underscores the need for ongoing discussion and adaptation to harness its benefits effectively.

In the context of Islamic religious education, social media offers unique opportunities to enrich the learning process. This platform can be used to spread Islamic values, teach

religious teachings, and strengthen the Muslim community. With broad access and flexibility, social media can reach students in a variety of locations, including those who may not have easy access to formal education. However, the use of social media in Islamic religious education must also take into account the ethical and moral values taught by the religion, ensuring that the technology is used in an appropriate and beneficial way.

Social media plays an important role in Islamic religious education by influencing students' religious beliefs. (Tengku, Amina, Munira, Tengku, Mohd, Azzman, 2023) It serves as a platform for digital publication of educational services offered by Islamic institutions, helping in community outreach and brand building. (Dalimunthe et al., 2023) While technology can increase knowledge, it also poses challenges to moral values, emphasizing the need for judicious use of digital media in line with Islamic teachings. (Indrioko, 2023) Islamic educators use social media to instill religious values, combat negative behavior such as cyberbullying, and control provocation in cyberspace. (Kambali, Kambali., Muslikh, Muslikh., Abas, Hidayat., R., Nur, 2023) In addition, the use of social media in Islamic learning strategies is seen as a tool to deal with the crisis of Islamic religious knowledge, influencing the effectiveness of Islamic education through online platforms . (Mutiarat et al., 2022)

RESEARCH METHODS

The literature study method, commonly known as library research, is used in various research fields. (Sultan

& Abidin, 2022) This approach involves reviewing existing academic publications to gather information and insight on a particular topic. (Yuliansyah, 2016) Additionally, literature reviews play an important role in understanding advances in survey techniques to increase response rates in social science research. (Guanlong, Li., Yueqing, 2019)

This research is qualitative research with descriptive analysis techniques with library research where this research was attempted to describe those existing phenomena, taking place at the moment or the moment that past. This article highlights Islamic boarding school education in the digital era: a literature review on building relevant and adaptive curricula.

RESULTS AND DISCUSSION

The need to explore the effectiveness of social media as a pedagogical tool in Islamic religious education

Although the use of social media in general education has been widely studied, there is an urgent need to explore the effectiveness of these platforms as a pedagogical tool in Islamic religious education specifically. This research is important for understanding how social media can support the teaching and learning of Islamic teachings, increase student understanding, and build communities that support Islamic values.

The effectiveness of social media as a pedagogical tool in Islamic religious education is a topic of increasing interest. Research shows that social media platforms such as Line can improve student learning outcomes in Islamic Religious Education subjects . (“Line Application As A Learning

Medium In Islamic Education Subjects,” 2023) In Islamic societies, the use of social networks and virtual spaces has grown, presenting challenges and opportunities for education, especially in Islamic teachings. (Dalimunthe et al., 2023) Studies have shown a positive correlation between social media use and Islamic religiosity among students, highlighting the potential of social media to contribute to the increase of religion. (Tengku, Amina, Munira, Tengku, Mohd, Azzman, 2023) Additionally, it is recognized that while technology can provide knowledge, it can also influence moral values, emphasizing the importance of integrating Islamic religious education to instill values and overcome negative attitudes on social media platforms. (Kambali, Kambali., Muslikh, Muslikh., Abas, Hidayat., R., Nur, 2023) Overall, exploring the use of social media in Islamic religious learning can offer new strategies to improve education and overcome the knowledge crisis in Islamic teachings. (Mutiarra et al., 2022)

Social Learning Theory (Social Learning Theory)

The social learning theory developed by Albert Bandura emphasizes that learning occurs in a social context through observation, imitation, and modeling. In the context of social media, this theory is relevant because these platforms provide an environment where students can learn from each other through various forms of interaction, such as sharing videos, comments, and discussions. The use of social media in Islamic religious education allows students to observe religious practices, follow examples given by educators and religious figures,

and participate in collaborative learning communities.

Social Learning Theory, also known as Social Cognitive Theory, has evolved from its behaviorist roots to include cognitive factors in explaining how individuals learn and behave. (Jeanne, Ellis, 2010) It consists of four key components: differential association, differential reinforcement, definition, and imitation, which help explain behavioral learning, including criminal behavior. (Ronald, L., Akers., Christine, S., 2011) (Danielle, R., nd) This theory emphasizes the role of observation, interpretation, expectations, and self-beliefs in shaping behavior, moving away from a sole focus on environmental stimuli to highlight the control individuals have over their own learning and actions. (Albert, 1977) Social Learning Theory is studied extensively in criminology and sociology, demonstrating its strong predictive power in understanding crime and deviance. (Stephen, M., 2011) In addition, it explains how behavior in families, especially between adolescents and parents, is learned and reinforced through social interactions.

A Study of Social Media Use in General Education

Multiple studies have shown that social media can increase student engagement, facilitate collaborative learning, and provide a platform for lifelong learning. These studies show that social media can be an effective tool for supporting a variety of learning styles and providing rich and varied resources for students.

The use of social media in public education is a growing phenomenon with a significant impact on various aspects of learning and teaching .

(Nofianto et al., 2023) Social media platforms are increasingly being used to enhance traditional teaching methods, provide a wealth of educational resources and facilitate interaction between students and educators. (Yadav., Sandhya, Avasthi., Ayushi, Prakash., Meenakshi, nd) (*Social Media and Networking Applications in the Education Sector* , 2023) From enhancing teaching in conventional classroom settings to influencing student learning behavior, social media plays a dual role with both positive and negative effects on educational outcomes. (*Social Media Utilization for Student Learning Success Effectiveness* , 2023) The study highlights the need to adapt teaching approaches to leverage the benefits of social networking tools to create innovative learning environments while addressing challenges that may arise from their use. (Farah, Naz, 2023) Understanding how social media influences public education is critical to optimizing its potential to improve the teaching and learning experience.

Studies on Social Media in Religious Education

Research focusing on the use of social media in religious education has found that these platforms can assist in spreading religious teachings, supporting religious communities, and providing easily accessible educational resources. However, this research also highlights challenges such as the risk of spreading misinformation and the impact of inappropriate culture.

The impact of social media on religious education is a multifaceted topic explored in various research papers. Studies show that social media influences changes in conventional

communication patterns and time allocation, positively influencing religiosity among students. (Tengku, Amina, Munira, Tengku, Mohd, Azzman, 2023) Additionally, the presence of religious narratives on social media platforms by Islamic scholars from different sects poses challenges for young individuals seeking religious knowledge, leading to debate and confusion. (Abul, Mabrur, Mohammad, Hamed, Hassan., Alipour, 2023) The cyber world has become a platform for religious discussions, with theological elements and differences of opinion expressed through social media, which require practical guidance from religious authorities. (Rifai et al., 2024) Islamic educators recognize the potential of technology in improving religious education but emphasize the importance of instilling moral values and character through digital media. (Kambali, Kambali., Muslikh, Muslikh., Abas, Hidayat., R., Nur, 2023) Utilizing social media for Islamic religious learning has been proven to have a positive impact on knowledge acquisition and learning strategies, potentially overcoming the Islamic religious knowledge crisis. (Mutiar et al., 2022)

A Critical Study of Social Media and its Impact in Education

Critical studies explore the potential negative impacts of social media use in education, including privacy concerns, distraction, and social pressure. This research also critiques how social media can influence students' values and ethics, as well as how these platforms can be better used to support educational goals.

Social media, such as Twitter, Facebook, and YouTube, play an important role in education, impacting students in both positive and negative ways. Research has shown that social media can improve social skills, engagement, and learning experiences among students. (Ibrahim, Abdullah, Alshaye., Zaidatun, Tasir., Nurul, Farhana, 2023) However, challenges such as distractions and security risks exist, affecting students' concentration and behavior negatively. (Md Asadullah & Dr. Minara Yeasmin, 2023) The use of social networking platforms in higher education is being explored to understand their impact on traditional teaching methods and student learning processes. (Tuhuteru et al., 2023) (anushree, Sanwal., Sapna, Yadav., Sandhya, Avasthi., Ayushi, Prakash., Meenakshi, 2023) While social media offers benefits such as access to diverse educational content, it also poses risks that need to be managed to ensure a positive impact on education. (*Social Media and Networking Applications in the Education Sector*, 2023)

Principles of Education in Islam

Education in Islam emphasizes the holistic development of individuals, including spiritual, moral, intellectual and social aspects. These principles include tawhid (the oneness of Allah), adab (ethics), and the importance of knowledge. Islamic education aims to form individuals with noble character and broad knowledge.

The principles of education in Islam are rooted in the fundamental characteristics and practices of management. Educators in Islamic education must have qualities such as sincerity, piety, knowledge, patience, and responsibility. (et al., 2023)

Management of Islamic education involves planning, organizing, directing, and evaluating, guided by principles such as the Five Souls - sincerity, simplicity, independence, Ukhuwah Islamiyah, and freedom. (Miftah, 2023) Education in Islam is a conscious effort to nurture children's development, with teachers and students as key components. ("The Nature of Learners in Islamic Education," 2023) Islamic educational institutions emphasize management principles such as planning, organizing, motivation, leadership, and supervision, aiming for a holistic approach to education through informal, formal, and non-formal channels. (Ai, Nuryanti, Safitri., H., Soedarto, 2023) The basis of Islamic education lies in the Al-Quran and Hadith, with pedagogical principles that are important for educational development and application in society. (Basiah et al., 2023)

The Role of Technology in Historical and Contemporary Islamic Education

Since classical times, Muslims have utilized existing technology to spread knowledge, such as using paper and printing to distribute religious texts. In the contemporary context, digital technology and social media offer new opportunities to spread Islamic teachings and support religious education. This includes the use of mobile applications to memorize the Koran, e-learning platforms to take religious classes, and online communities to discuss religious issues.

Technology plays an important role in historical and contemporary Islamic education. In a historical context, information and communication technology has been

utilized to make learning the history of Islamic culture more interesting and engaging for students. (Unik, Hanifah, Salsabila., Rosyada, Ayu, Fatimah., Riska, Anisa, Indriyani., Fuad, Dirahman., Yuhan, 2023) In addition, the use of technology in Islamic education has developed over time, with Islamic boarding schools adapt to modern advances to expand and improve educational practices. (Suriadi, adi, 2023) In addition, contemporary Islamic education practices have integrated digital tools to instill religious values in early childhood, making learning about Islamic principles more interactive and effective for children. (Husin, Husin., Santi., Abdul, Rashid, bin, Abdul, 2022) Overall, technology serves as a valuable tool in improving the teaching and learning process in Islamic education, bridging the gap between traditional practices and modern educational needs.

Benefits of Using Social Media in Islamic Religious Education

The use of social media in Islamic religious education has benefits including: 1. Accessibility and flexibility. Social media allows students to access educational materials anytime and anywhere, which is especially beneficial for students in remote locations or who have limited access to formal education; 2. Engagement and Interactivity. Social media platforms can increase student engagement through interactive content such as videos, infographics and online discussions. This can make religious learning more interesting and relevant; 3. Collaboration and Community. Social media supports collaboration between students and between students and educators. Discussion groups and

online forums can build strong and supportive learning communities; 4. Dissemination of Information and Educational Materials. This platform enables rapid and widespread dissemination of religious educational materials, such as lectures, articles, and interpretations of the Koran.

Using social media in Islamic religious education offers various benefits. It increases digital publication, communication, promotion and brand building efforts for Islamic educational institutions. (Indrioko, 2023) Increased social media activity is positively correlated with increased Islamic religiosity among students, leading to access to positive content and higher levels of religiosity. (Tengku, Amina, Munira, Tengku, Mohd, Azzman, 2023) Technology, including social media, can help instill religious values and control negative provocations, emphasizing the importance of Islamic religious education in cyberspace. (Kambali, Kambali., Muslikh, Muslikh., Abas, Hidayat., R., Nur, 2023) In addition, social media platforms such as Line can significantly improve student learning outcomes in Islamic Religious Education subjects, with a 100% completion rate that was observed. ("Line Application As A Learning Medium In Islamic Education Subjects," 2023) Overall, the use of social media in Islamic religious education facilitates learning, dissemination of knowledge, and the development of effective learning strategies. (Mutiarra et al., 2022)

Case Study of Successful Use of Social Media in Islamic Religious Education

The uses of social media in Islamic religious education that are considered successful are: 1. Use of YouTube for religious lectures. Many

religious scholars and educators use YouTube to deliver lectures that reach thousands to millions of viewers, such as Mufti Menk and Dr. Zakir Naik ; 2. WhatsApp Group for Discussing Religion. Religious education communities that use WhatsApp groups to discuss subject matter, ask questions and share resources; 3. Instagram and Twitter for Da'wah. Muslim influencers who use Instagram and Twitter to spread positive and educational messages about Islam, such as Nouman Ali Khan and Yasmin Mogahed.

The success of integrating social media in Islamic religious education has been proven in various studies. Research at the International Islamic University Malaysia (IIUM) highlights a positive correlation between social media use and Islamic religiosity among students, leading to increased access to positive content. (Tengku, Amina, Munira, Tengku, Mohd, Azzman, 2023) Additionally, Nurul Ulum boarding school effectively utilizes social media platforms such as YouTube for digital publications, resulting in increased communications, promotions and institutional branding. (Indrioko, 2023) In addition, the use of Instagram features to convey Islamic material is seen as an innovative approach to making learning more interesting and varied, showcasing the potential of social media in Islamic education. (Laily et al., 2022) Islamic religious education teachers play an important role in reducing the negative impact of social media on students, emphasizing the importance of setting good examples and fostering positive relationships. (ur, Afif., Agus, Nur, Qowim., TM, Rais, Mujahid, 2022) Overall, this study shows the success of using social media in improving Islamic education

strategies and fostering a positive learning environment.

Technical and Practical Challenges of Using Social Media in Islamic Religious Education

The technical and practical challenges of using social media in Islamic Religious Education are: 1. Availability of Technology. Not all students have adequate access to digital devices and stable internet; 2. Difficulty in Content Management. Creating and managing engaging and useful content requires time and special skills; 3. Security and Privacy Issues such as personal data, information security

The technical and practical challenges of using social media in Islamic religious education are varied. Islamic societies face the dual role of social networks in economic, cultural and religious development (Dalimunthe et al., 2023) Although technology can increase knowledge, it also poses risks to moral values and social behavior, which requires the wise use of digital media in line with with Islamic teachings. (Kambali, Kambali., Muslikh, Muslikh., Abas, Hidayat., R., Nur, 2023) The rapid development of social media offers opportunities for Islamic learning strategies but also brings a crisis of religious knowledge. (Mutiara et al., 2022) Additionally, social media influences the understanding of Islamic education among Gen Z individuals, highlighting the need for control over negative provocations and cyberbullying. (Moch, Zadit, Taqwa, Al, Isro'i., Muhajir, Purwodirekso., Mu'allimah, 2023) Utilizing religious content on social media can increase Islamic behavior among teenagers, but challenges remain in understanding audience characteristics. (Muhammad,

Luthfi., Syukur, Kholil., Lahmuddin, Lubis., Ahmad, Tamrin, 2022)

Potential Negative Influence on Islamic Values and Ethics

There is a potential negative influence on Islamic values and ethics, namely: 1. The possibility of students being exposed to content that is not in accordance with Islamic values, such as content that contains violence or pornography; 2. Excessive use of social media can disrupt students' concentration and study time.

Islamic values and ethics can face negative influences from various factors. Research shows that Islamic attitudes, environment, and character education have a negative impact on perceptions of academic fraud. (Ajeng, Kusuma, Dewi., Abriyani, Puspaningsih., Ataina, 2022) In addition, the decline in integrity and professionalism among lecturers in Indonesia reflects the decline in academic ethical practices. (Sufriadi & Yusoff, 2020) In addition, negative evaluations of national ethics can contribute to the escalation of Islamic radicalism. (Unti, Ludigdo., Ali, 2021) In addition, studies on Islamic Work Ethics (IWE) and Ethical Climate (EC) reveal that these two factors have a negative effect on Counterproductive Work Behavior (CWB) in Islamic financial institutions. (et al., 2018) These findings highlight the importance of addressing and safeguarding Islamic values and ethics against potential negative influences to uphold integrity and ethical standards in various aspects of society.

Effective Social Media Integration Strategy

An effective social media integration strategy can be carried out by: 1. Planned and structured use. A clear social media use plan with specific and measurable educational goals; 2. Training for educators. Adequate training for educators in using social media effectively and safely.

An effective social media integration strategy involves leveraging platforms to increase engagement, reach, and competitiveness. (Beauty, 2023) Businesses must align social media efforts with strategies to achieve goals, becoming a social enterprise that meets customer needs and decision-making processes. (Emmanuel, Maxwell, Bruce., Solomon, A., Keelson., John, Amoah., Sulemana, Bankuoru, nd) The use of innovative technologies, such as social media, is essential for economic integration and communications within the region and globally. (G, 2014) In the education sector, successful information exchange, interactive functionality and usability are key to motivating students and improving learning outcomes through social media applications. (L., L., S., Gee., V., Pangayan., C., Y., Ee., J., 2021) Organizations can build long-term relationships with stakeholders using social media tools, complementing communication channels traditional tools for effective engagement. (Mike, 2013) By combining these insights, businesses and institutions can develop comprehensive strategies for successful social media integration.

Guide for Educators in the Use of Social Media

Guidelines for Educators in Using Social Media by: 1. Ensuring strict privacy settings and safe use of platforms; 2. Teach digital ethics to students, including online manners and self-protection in cyberspace; 3. Integrate the use of social media into the curriculum in a way that supports the goals of Islamic religious education.

CONCLUSION

This research has explored the use of social media platforms as a pedagogical tool in Islamic religious education, with a focus on effectiveness, challenges, best practices, and critical perspectives. From the analysis carried out, several main conclusions can be drawn: 1. Benefits of Using Social Media in Islamic Religious Education; 2. Challenges and Limitations; 3. Best Practices; 4. Critical Perspective.

Overall, this research shows that social media has great potential as a pedagogical tool in Islamic religious education. However, to fully exploit this potential, it is important to address existing challenges and implement best practices that support educational goals. With a careful and planned approach, social media can be an effective tool for enriching Islamic religious education and building strong and ethical learning communities.

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