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The Role of Social Media in Islamic Education

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Abstrak

Kata Kunci:

Pendidikan Agama;
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Studi ini menjelaskan peran media sosial dalam konteks pendidikan agama Islam. Penelitian ini bertujuan untuk memberikan wawasan mendalam tentang dinamika penggunaan media sosial dalam konteks pendidikan agama Islam dan menyoroti tantangan serta prospek di masa depan. Dengan menggunakan metode deskriptif yang mencakup penelitian perpustakaan, kami menyelidiki implikasi positif dan tantangan yang dihadapi dalam pemanfaatan media sosial dalam pendidikan agama Islam. Penelitian ini mengungkap bahwa media sosial memberikan kontribusi yang signifikan dalam penyebaran informasi keagamaan, meningkatkan keterlibatan komunitas keagamaan, dan memperkuat pemahaman ajaran Islam. Namun, tantangan seperti validitas dan kualitas informasi, ancaman terhadap kesucian ajaran Islam, dan masalah etika dalam berkomunikasi dan berbagi informasi menjadi hambatan yang perlu diatasi. Untuk mengoptimalkan penggunaan media sosial dalam pendidikan agama Islam, strategi diperlukan, termasuk pembangunan konten yang akurat dan berkualitas, penguatan komunitas keagamaan, dan peningkatan literasi media sosial di kalangan umat Islam.

Abstract

Keywords: Islam;
Religious Education ;
Social Media

This study explains the role of social media in the context of Islamic religious education. This research aims to provide in-depth insight into the dynamics of social media use in the context of Islamic religious education and highlight challenges and prospects for the future. Using descriptive methods that include library research, we investigate the positive implications and challenges faced in the use of social media in Islamic religious education. This research reveals that social media makes a significant contribution in disseminating religious information, increasing the involvement of religious communities, and strengthening understanding of Islamic teachings. However, challenges such as the validity and quality of information, threats to the sanctity of Islamic teachings, and ethical issues in

communicating and sharing information are obstacles that need to be overcome. To optimize the use of social media in Islamic religious education, strategies are needed, including developing accurate and quality content, strengthening religious communities, and increasing social media literacy among Muslims.

INTRODUCTION

Islamic religious education is an integral part of the lives of Muslims around the world. Along with the development of information and communication technology (Oktavianti Nendra Utami et al., 2023), social media has become one of the major platforms that influence many aspects of human life (Sari et al., 2021), including Islamic religious education. In this digital era, social media is no longer just a tool for social interaction, but also an important place to spread religious values, knowledge, and understanding of Islam (Utami, 2018).

The use of social media in the context of Islamic religious education raises complex debates (Nurwanto, 2015). On the one hand, social media allows easier access to religious information and Islamic learning resources. However, on the other hand, this convenience also carries the risk of spreading information that is invalid or even deviates from the true teachings of Islam. Therefore, it is important to carefully understand how the role of social media can be optimized in the context of Islamic religious education (Marjuni, 2022).

One important aspect of using social media for Islamic religious education is the diversity of platforms available (Dawn & Chatamallah, 2020). From social networks like Facebook and

Twitter to visual content sharing platforms like Instagram and YouTube, each platform offers a unique way to convey a religious message. A deep understanding of the dynamics and advantages of each of these platforms is important for designing effective Islamic religious education strategies.

It is undeniable that social media has changed the way humans interact with information (Anggraeni & Elan Maulani, 2023). In the context of Islamic religious education, this opens up new opportunities to disseminate da'wah and religious knowledge to a wider audience. Through features such as live streaming, online discussions, and community groups, Islamic teachers can interact directly with students and provide a deeper understanding of Islamic teachings.

However, the use of social media in Islamic religious education also poses its own challenges. One of them is the issue of validity and correctness of information (Abdullah et al., 2020). With the easy spread of content on social media, a lot of unverified or even false information can quickly spread and affect one's religious understanding. Therefore, it is important to develop critical skills in filtering and assessing information encountered on social media.

In addition, the use of social media in Islamic religious education also raises ethical questions (Afandi, 2019). How

do I ensure that religious messages are delivered appropriately and do not offend the values or beliefs of others? This requires social media users to act responsibly and with sensitivity to the diversity of religious beliefs and practices.

In the context of Islamic religious education, the role of teachers or teachers is very important (Danuwijaya et al., 2022). They are not only responsible for delivering the material clearly and accurately, but also for guiding students in understanding and applying Islamic values in everyday life. With the existence of social media, the role of teachers becomes more complex because they also have to pay attention to the impact and use of social media in the learning process.

In addition, social media also provides opportunities for students to actively participate in the Islamic learning process (Nurpratiwi et al., 2021). Through interactive features such as polls, quizzes, and online discussions, students can engage directly in discussing religious concepts and deepen their understanding of Islam. This allows for more active and enjoyable learning.

Nevertheless, it should be recognized that the use of social media in Islamic religious education also poses a risk of dependence (Nurpratiwi et al., 2021). In some cases, the use of social media can replace direct interaction with teachers or teachers, which can reduce the effectiveness of learning. Therefore, it is important to maintain a balance between the use of social media and conventional learning methods in Islamic religious education.

In the description above, it can be concluded that in order to optimize the role of social media in Islamic religious education, collaboration between various parties is needed, including teachers, educational institutions, religious communities, and social media platforms themselves. Through close cooperation, we can develop appropriate strategies and guidelines to utilize social media effectively in an effort to educate a generation of faithful and responsible Muslims.

RESEARCH METHODS

This research is a type of descriptive research that is included in the category of research with library methods (Zellatifanny & Mudjiyanto, 2018). The approach used is a qualitative paradigm that is data, not statistical data.

Data were collected using documentary techniques from various literature sources such as books and scientific journals. Furthermore, the data obtained and collected are analyzed using a descriptive approach.

RESULTS AND DISCUSSION

A. Positive Implications of Social Media in Islamic Religious Education.

Social media has significant positive implications in Islamic religious education (Arifin et al., 2023), which is depicted in three main aspects. First, wider dissemination of religious information is possible thanks to the existence of social media platforms such as Facebook, Twitter, Instagram, and the like (Arifin et al., 2023). Through

social media, information about Islamic teachings, Quranic quotes, hadiths, and scholarly thoughts can be quickly and easily accessed by millions of users around the world, transcending geographical and time constraints.

Furthermore, social media also plays an important role in increasing the involvement and interaction of religious communities (Arifin et al., 2023). With online discussions, community groups, and religious events held online, community members can connect, share experiences, and support each other on their religious journey. The interaction through social media creates an environment that supports spiritual growth and strengthens a sense of solidarity among Muslims around the world (Hadi & Bayu, 2021).

Finally, social media plays a crucial role in strengthening the understanding and appreciation of Islamic teachings (Hadi & Bayu, 2021). By presenting a variety of religious content such as articles, videos, and podcasts, social media provides an opportunity for individuals to learn about Islam in an engaging and interactive way (Hadi & Bayu, 2021). Features such as live streaming also allow Islamic religious teachers to deliver lectures and studies directly to their audiences, facilitating a deeper and more direct understanding of Islamic teachings. Thus, social media has not only become a tool for disseminating religious information, but also helps in strengthening the spiritual and scientific bonds of Muslims around the world.

B. Challenges of Using Social Media in Islamic Education

Islamic religious education in today's digital age faces significant challenges in the use of social media. In the midst of technological advances that facilitate access to information, there are several problems that need to be overcome so that Islamic religious education remains effective and of high quality.

The first challenge is the issue of validity and quality of information (Harso et al., 2021). This is one of the major challenges faced in the use of social media in Islamic religious education. In this digital era, access to information is so easy through various social media platforms (Harso et al., 2021). However, the diversity of information sources and the lack of regulations cause the emergence of various content that is not necessarily valid and quality.

First of all, the validity of information is a major issue (Harso et al., 2021). In social media, information can quickly spread without passing an adequate verification process. This causes the emergence of information that is not proven to be true or even hoaxes. In the context of Islamic religious education, invalid information can result in erroneous understanding or even mislead Muslims (Harso et al., 2021), disrupting the learning process that should prioritize truth and science.

In addition, the quality of information is also an important issue. On social media, content is often

presented briefly and lacks depth. Information presented superficially or in pieces can detract from a comprehensive understanding of Islamic religious teachings (Harso et al., 2021). The inability to critically assess the quality of information can also result in the spread of a superficial or erroneous understanding of the religion of Islam.

Furthermore, the existence of polarization and bias in information is also a challenge (Harso et al., 2021). Social media tends to form filter bubbles, where users are only exposed to information that matches their own views or beliefs. This can reinforce existing understandings and hinder the ability to accept different points of view or opinions in the context of Islamic religious education.

To overcome this challenge, collaborative efforts between governments, educational institutions, and communities are needed to improve digital and critical literacy. Social media users, especially in Islamic religious education, need to be trained to be able to assess the validity and quality of information wisely, and understand the importance of reliable and accurate sources of information. In addition, the government also needs to implement stricter regulations related to the dissemination of information on social media to reduce the risk of spreading invalid or misleading information.

The second challenge is the spread of distorted or even destructive understandings of religious teachings.

Social media allows information to be disseminated quickly without going through an adequate verification process. This opens the door to false claims, misinterpretations, or even radical understandings that can mislead Muslims. With poorly verified content, Muslims are vulnerable to information that contradicts the true teachings of Islam (Harso et al., 2021).

Threats to the sanctity of Islamic teachings also include harassment of Islamic religious symbols or values. Social media is often used as a platform to harass Prophet Muhammad, the Quran, or other tenets of Islam. Images or words that demean religion can cause anger among Muslims and damage the image of religion and the continuity of peace between religious communities.

In addition, unhealthy debate on social media is also a serious threat to the sanctity of Islamic teachings. Discussions filled with hatred or injustice can disrupt the correct understanding of Islam and spread disharmony between religious communities. Social media users need to be wary of unproductive debates and choose to participate in discussions that construct, respect, and support interfaith harmony.

In the face of this challenge, collaborative efforts between governments, religious educational institutions, clerics, and communities are needed to combat heresy, educate about religious tolerance, and promote a correct understanding of Islamic teachings. In addition, social media

users need to be provided with sufficient digital literacy to be able to critically assess the information they receive and choose to disseminate content that supports the peace and sanctity of Islamic teachings.

The third challenge is the ethical challenge of communicating and sharing religious information. Social media provides a platform that allows individuals to interact and share information widely, including in religious contexts. However, in the process of communicating and sharing religious information, problems often arise related to ethics.

First of all, social media users often get caught up in failing to practice good communication etiquette. Discussions about Islam on social media are often filled with disrespectful rhetoric, personal attacks, and even blasphemy against the religion (Harso et al., 2021). This not only damages the image of Islam, but also violates the principles of decency and harmony between religious communities.

In addition, in the context of sharing religious information, social media users often do not pay attention to the accuracy or veracity of the information they disseminate. In an effort to spread the teachings of Islam, social media users need to ensure that the information they share has been verified and sourced from reliable sources. The spread of invalid information or hoaxes can undermine the correct understanding of the religion of Islam and interfere with the process

of religious education (Harso et al., 2021).

Ethical challenges in communicating and sharing religious information also include the ability to respect differences of opinion and belief (Harso et al., 2021). Social media users need to understand that plurality of beliefs is natural in society, and healthy communication should be based on respect for those differences. It requires the ability to listen with empathy, respect the opinions of others, and avoid condescending or intimidating attitudes.

In addressing these challenges, it is important for social media users, especially in the context of Islamic religious education, to pay attention to ethical principles in every online interaction. This includes the use of polite language, dissemination of accurate information, and respect for differences of view (Harso et al., 2021). Thus, social media can be an effective tool in Islamic religious education, which promotes the values of tolerance, decency, and harmony between religious communities.

So from the description above related to the challenges of using social media in Islamic religious education, it can be concluded that "by realizing these challenges, Muslim social media users need to develop critical skills in assessing information, maintaining the sanctity of religious teachings, and communicating ethically to ensure the use of social media can provide positive benefits in Islamic religious education".

C. Strategies for Optimizing the Use of Social Media in Islamic Education.

The strategy of optimizing the use of social media in Islamic religious education starts with;

a. Accurate and quality content development.

Accurate content is the main foundation for conveying the teachings of Islam appropriately to the people (Harso et al., 2021). Religious educational institutions, clerics, and religious leaders have an important role in providing content that comes from reliable sources and has strong scholarship. The content must go through a verification and validation process to ensure its truth and conformity with authentic Islamic teachings.

In addition to accuracy, quality content is also required. Quality content must be able to attract attention and be easily understood by people (Harso et al., 2021). This helps increase the attraction and involvement of people in the process of learning Islam through social media. By presenting interesting and easy-to-understand content, religious messages can be conveyed more effectively to people (Harso et al., 2021).

Based on these two aspects, namely accuracy and quality, the use of social media in Islamic religious education can reach its maximum potential. Accurate and quality content helps build a deeper and critical understanding of Islamic teachings (Harso et al., 2021). In

addition, effective use of social media in conveying religious messages can also inspire people and help strengthen spiritual values in daily life. Thus, the development of accurate and quality content is an important first step in making social media a useful tool in Islamic religious education.

b. Strengthening religious communities on an ongoing basis.

This strategy is an important and effective strategy. The focus on strengthening religious communities demonstrates the importance of building strong relationships between community members, both online and offline (Setyawan, DharmaSetyawan et al., 2021). In the context of Islamic religious education, strengthening religious communities on an ongoing basis involves various activities and interactions aimed at strengthening bonds between Muslims, increasing religious understanding, and supporting their spiritual growth.

One way to sustainably strengthen religious communities is through a collaborative approach to learning (Setyawan, DharmaSetyawan et al., 2021). This can be done through the formation of discussion groups or online forums on social media, where community members can share knowledge, experiences, and views on the teachings of the Islamic religion. Through this collaboration, community members can enrich each other's understanding of the religion of Islam and strengthen solidarity in practicing the teachings in daily life.

In addition, strengthening religious communities in a sustainable manner also involves empowering community members to become good religious leaders and messengers on social media (Setyawan, DharmaSetyawan et al., 2021). This can be done through training and mentoring to develop effective communication skills, concern for religious issues, as well as the ability to moderate discussions and content posted on social media. By encouraging community members to actively play a role in spreading positive Islamic religious messages and building good relationships with the wider community, religious communities can be a positive force in influencing the perception and practice of Islam in the midst of society.

Thus, strengthening religious communities sustainably through social media is a relevant and effective strategy in Islamic religious education (Setyawan, DharmaSetyawan et al., 2021). Through this approach, Muslims can support each other and strengthen their understanding of religious teachings, as well as become agents of positive change in society through practices that are in line with Islamic religious values.

c. Improve social media literacy skills among Muslims

The strategy of optimizing the use of social media in Islamic religious education by improving social media literacy skills among Muslims is an important step in facing challenges and harnessing the positive potential of social media (Setyawan,

DharmaSetyawan et al., 2021). Improving social media literacy skills enables Muslims to become smart and responsible users in consuming, understanding, and disseminating information on social media platforms.

First of all, improving social media literacy skills will help Muslims to identify and assess the information they encounter on social media more critically (Setyawan, DharmaSetyawan et al., 2021). By understanding how social media operates and how information is produced and disseminated, Muslims can be more vigilant against invalid, misleading, or harmful content.

In addition, increasing social media literacy will also help Muslims to develop skills in communicating and interacting healthily and productively on social media (Setyawan, DharmaSetyawan et al., 2021). This includes the ability to use polite and respectful language in discussions, avoid spreading offensive or harmful content, and understanding how to build positive relationships with others on social media.

Furthermore, improving social media literacy skills will also help Muslims to utilize social media as an effective tool in learning and delivering religious messages (Setyawan, DharmaSetyawan et al., 2021). By understanding the features and potential possessed by social media, Muslims can optimize the use of these platforms to obtain information, discuss, and share

quality and useful content in the context of Islamic religious education.

Thus, the improvement of social media literacy skills among Muslims not only helps them to avoid the risks and dangers that may arise from the use of social media, but also allows them to harness the positive potential of social media in supporting the learning process and dissemination of Islamic religious teachings.

From the description above related to the optimization strategy of social media use in Islamic religious education, it can be concluded that "the strategy of optimizing the use of social media in Islamic religious education combines various approaches that aim to ensure the use of social media can provide maximum benefits in supporting the understanding and practice of Islam among its people".

The use of social media in Islamic religious education has both positive and negative impacts that need to be analyzed in depth.

Positive impacts include the possibility of wider access to Islamic religious information for Muslims around the world. Social media allows people to access various sources of information, lectures, and religious discussions from various scholars and religious figures without being constrained by geographical restrictions. In addition, social media allows direct interaction between believers and religious learners, facilitating interactive learning that allows people to ask, discuss, and get direct explanations for their questions about the teachings of Islam. Then, social media also allows Muslims to connect

with Muslims from different cultures and backgrounds, broaden their horizons and understanding of cultural diversity in Islam, which can strengthen Muslim solidarity and increase understanding of Islamic universal values.

However, on the other hand, the use of social media can also potentially spread false understanding, trigger unhealthy debates, and conflicts among people (Praselanova, 2021). Poorly verified content can easily mislead devotees and interfere with the correct understanding of religion. In addition, social media is often the scene of unhealthy, even hateful, debates between Muslims and adherents of other faiths or among Muslims themselves, which can trigger conflicts between religious communities or within the Muslim community itself. Lastly, excessive use of social media can lead to information dependence and allergy among Muslims, which can make people lose focus and have difficulty choosing quality information.

By being aware of such positive and negative impacts, steps can be taken to maximize their positive benefits while reducing their negative impacts, such as through good social media literacy, content surveillance, and fostering healthy communities on social media platforms

CONCLUSION

That social media has significant positive implications in Islamic religious education, such as wider dissemination of religious information, increased involvement and interaction of religious communities, and

strengthening understanding and appreciation of Islamic teachings. However, the use of social media is also faced with a number of challenges, such as issues of validity and quality of information, threats to the sanctity of Islamic teachings, and ethical challenges in communicating and sharing religious information. Therefore, to optimize the use of social media in Islamic religious education, strategies are needed that consider the development of accurate and quality content, continuous strengthening of religious communities, and increasing social media literacy skills among Muslims. Thus, the use of social media can provide maximum benefits in supporting the understanding and practice of Islam among its people, while overcoming emerging challenges.

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