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THE USE OF SOCIAL MEDIA AS A LEARNING TOOL FOR ISLAMIC RELIGIOUS EDUCATION

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Abstract

Islamic Religious Education is an essential component in developing the character and spirituality of individual Muslims. In this digital era, social media has become the main platform used as a tool to disseminate religious education. This study aims to analyze the use of social media as a means of learning Islamic religious education through a literature review. The method used is a systematic literature review of various related academic sources. The results show that social media is effective in disseminating Islamic religious education with various types of interactive content, although there are challenges in ensuring the accuracy and quality of information. The conclusion of this study emphasizes the importance of monitoring and regulating religious content on social media to maximize its benefits and minimize the risk of misinformation.

KATA KUNCI:
Media Sosial, Pendidikan Agama Islam

Abstrak

Pendidikan Agama Islam merupakan komponen penting dalam pengembangan karakter dan spiritualitas individu umat Islam. Di era digital ini, media sosial menjadi platform utama yang digunakan sebagai alat untuk menyebarkan pendidikan agama. Penelitian ini bertujuan untuk menganalisis pemanfaatan media sosial sebagai sarana pembelajaran pendidikan agama Islam melalui tinjauan pustaka. Metode yang digunakan adalah tinjauan pustaka secara sistematis dari berbagai sumber akademik terkait. Hasil penelitian menunjukkan bahwa media sosial efektif dalam menyebarkan pendidikan agama Islam dengan berbagai jenis konten interaktif, meskipun terdapat tantangan dalam menjamin keakuratan dan kualitas informasi. Kesimpulan penelitian ini menekankan pentingnya pemantauan dan pengaturan konten keagamaan di media sosial untuk memaksimalkan manfaatnya dan meminimalkan risiko misinformasi..

INTRODUCTION

Islamic religious education plays an important role in shaping the character and spirituality of individual Muslims. Through religious education, moral values, ethics and religious principles can be instilled early on, and can form the foundation for solid personal and social development. In a global context that is increasingly connected through technology, social media has become one of the main tools in disseminating information in education, including Islamic religious education.

The digital era has brought significant changes and the information conveyed through this medium is also easy to understand and accept. Social media such as Facebook, Instagram, Twitter, and YouTube are now the main platforms used by individuals to share knowledge and understanding of all things and in this case related to Islam (Sukana, 2024). The use of social media for educational purposes offers various advantages, including wide accessibility, high interactivity, and the ability to reach a larger audience quickly (N. H. Ummah, 2022). In Islamic religious

learning, social media can have a positive impact in improving students' understanding of Islamic values. With social media, spreading religious messages, sharing knowledge about religion, and facilitating in-depth discussions about religious issues become more effective and efficient.

However, despite this great potential, there are also significant challenges in ensuring that whether the information disseminated through social media is accurate, quality and accountable. Misinformation and unverified content can easily spread, putting the correct understanding of Islamic teachings at risk. Therefore, it is important to critically evaluate the use of social media as a means of learning Islamic religious education. Previous studies in a journal article revealed that the negative impact of social media, including addiction, laziness, disrupting learning concentration, and if digital literacy is not strengthened, it can be affected by untrue news or hoax issues (Dwistia, Sajdah, Awaliah, & Elfina, 2022).

This research aims to analyze the use of social media as a learning tool for Islamic religious education through a literature review. Using a systematic literature review method from various academic sources, this research will identify the effectiveness, types of content used, and challenges and opportunities faced in this context. The results of this study are expected to provide deeper insights into how social media can be optimally utilized for Islamic religious education purposes, while emphasizing the importance of supervision and regulation to minimize the risk of misinformation.

This research aims to provide recommendations for educators, scholars and policy makers about the best way how to use social media as an effective and safe educational tool. Thus, it is hoped that Islamic religious education can be better disseminated, helping to strengthen the faith and knowledge of the Muslim community in this digital age.

RESEARCH METHODS

This research uses a systematic literature review method to analyze the use of social media as a means of learning Islamic religious education. This method was chosen because it allows researchers to comprehensively and systematically collect, evaluate and synthesize existing research results (Snyder, 2019). The following steps were taken in conducting this research: the first was the identification of literature relevant to the research topic. For this purpose, the researcher used several reputable academic databases, including Google Scholar, JSTOR, and ProQuest. The literature search was conducted using specific keywords such as "social media", "Islamic religious education", "digital dakwah", and "Islamic religious content". The search was designed to find articles, journals, books and research reports that address the use of social media in the context of Islamic religious education.

After identifying relevant literature, the next step was to carry out a selection to ensure that only sources that met certain criteria would be analyzed further. The selection criteria included: Articles published within the last ten years to ensure relevance and actuality of the information, publications coming from accredited and reputable journals in its field, studies that explicitly address the use of social media in the context of Islamic religious education. A literature that does not encounter these criteria will be excluded from the analysis.

The selected literature was then analyzed in depth. The analysis involved critical reading of each article and identifying key themes, research methods used, results, and conclusions drawn. The researcher also evaluated the quality of the methodology used in each study to ensure the reliability and validity of the findings. After the analysis was conducted, the next step was to synthesize the findings from various sources.

The synthesis process involved combining information from different studies to identify common trends, gaps in the literature and implications of the research results. Researchers also looked at how different types of content on social media (such as video lectures, infographics and online discussions) are used for the purpose of Islamic religious education and how effective they are in increasing religious understanding and knowledge.

Then the most important thing is to evaluate the quality and accuracy of information disseminated through social media. Researchers assessed how information sources are verified, how misinformation can be recognized and addressed, and the role of regulation in ensuring accurate and quality content. Afterwards, researchers developed recommendations for educators, scholars and policymakers on how best to utilize social media as an effective and safe educational tool. The recommendations also include strategies to improve oversight and regulation of religious content on social media to minimize the risk of misinformation.

RESULTS AND DISCUSSION

A. Effectiveness of Social Media in Islamic Religious Education

Social media has proven effective in spreading Islamic religious education. Platforms such as YouTube, Instagram and Facebook are widely used by educators and scholars as well as preachers to deliver lectures, worship tutorials and discussions on various Islamic topics. Research by (N. H. Ummah, 2022) shows that social media allows the dissemination of religious information quickly and can be accessed by a wide audience, thus expanding the reach of digital proselytizing.

Social media provides tremendous flexibility in delivering Islamic religious education. With the ability to reach a global audience, platforms such as YouTube and Instagram allow scholars and educators to interact directly with Muslims from different backgrounds. Video content, which is often more engaging than text, provides a dynamic way to learn and understand Islamic teachings. This study supports findings from (Fatimatuzzahro, 2023) that social media expands the reach of da'wah and enables more effective message delivery.

B. Popular and Effective Content Types

Visual and interactive content is the most popular and effective on social media. In one study, video lectures, infographics and excerpts of Qur'anic verses with brief explanations were highly effective in capturing users' attention and increasing their understanding of Islamic teachings (HAQ, 2023). Video tutorials on worship such as prayer, fasting and zakat are also very helpful in providing practical guidance to Muslims.

This incorporation of visual and audio elements, such as video lectures and worship tutorials, is preferable and effective compared to long text content. It is evident that visual formats are better able to capture the attention and retain the interest of users. Infographics and excerpts with short explanations also provide an easy-to-understand way to learn religious teachings, especially for time-poor users.

C. Impact on Religious Understanding

The consumption of religious content on social media has a positive impact on the understanding and knowledge of Islam, especially among the younger generation. Using social media to learn about religion increases their understanding of Islamic values and teachings (A. H. Ummah, 2020). The younger generation, who are the largest users of social media, show increased understanding and engagement in religious discussions through these platforms.

Research by (Musyafak & Subhi, 2023) shows that social media not only increases religious knowledge, but also motivates religious practice. This shows the great potential of social media to support religious education in the digital age.

D. Challenges and Solutions in Using Social Media

While social media offers many benefits, there are some significant challenges faced. One of them is that the challenge of ensuring the accuracy and quality of this social media information cannot be ignored. Much of the religious content shared on social media is not verified by religious scholars or experts, which increases the risk of spreading misinformation. Hoaxes and misinterpretations of Islamic teachings can spread quickly and are difficult to control (Siga, Seva, & Riadi, 2023). The spread of misinformation can undermine the correct understanding of Islamic teachings and cause confusion among Muslims. To address this issue, there is a need for collaboration between social media platforms, religious authorities and the academic community to verify content before it is published. Educating users about the importance of checking sources of information is also an important step.

E. The Role of Regulation and Supervision

Regulation and supervision of religious content on social media needs to be improved to maintain the quality and accuracy of information. Social media platforms should have strict verification mechanisms and cooperate with religious authorities to ensure that the content disseminated is in accordance with the correct teachings of Islam (Pakan, 2007). Effective supervision can help minimize the risk of misinformation and ensure that social media can be optimally used as a learning tool for Islamic religious education.

To address these challenges, regulation and supervision of religious content on social media is essential. The study recommends that social media platforms work with religious authorities and academics to verify content before it is published. In addition, users also need to be educated on the importance of checking the source of information before believing it or sharing it further.

CONCLUSION

Social media provides a broad and flexible platform for the dissemination of Islamic religious education. Various types of content such as video lectures, worship tutorials, infographics and online discussions have proven effective in attracting interest and improving religious understanding among users. Interesting and interactive content is able to reach a wider audience and make the learning process more dynamic and engaging.

Diverse and interactive types of content on social media, such as videos and infographics, have been shown to increase religious understanding and knowledge among users, especially the younger generation. Studies show that social media users are more engaged in religious discussions and more motivated to practice Islamic teachings in their daily lives. This shows that social media can be a powerful tool in supporting Islamic religious education and strengthening the faith of Muslims.

One of the main challenges in using social media for Islamic religious education is ensuring that the content shared is accurate and comes from reliable sources. Misinformation and hoaxes can easily spread on social media, which can mislead users and undermine the correct understanding of Islamic teachings. Therefore, it is important to have strict verification mechanisms in place to ensure the quality and integrity of the information conveyed.

To address challenges related to the accuracy and quality of information, stricter regulation and supervision of religious content on social media is needed. Social media platforms should work with religious authorities and academics to verify content before it is published. Education to users about the importance of checking sources of information also needs to be improved to reduce the risk of spreading misinformation.

Based on the findings of this study, several recommendations can be made to maximize the benefits of social media in Islamic religious education.:

a. Strengthening cooperation: Social media platforms need to work more closely with religious authorities to ensure accurate and quality content.
b. Improved digital literacy: Users need to be educated on how to identify reliable sources of information and the importance of verification before sharing content.
c. Creative content development: Educators and scholars should continue to develop creative and interactive content to attract interest and improve religious understanding among social media users.
d. Implementation of regulations: There needs to be clear regulations and effective supervisory implementation to control the spread of inaccurate or misleading content.

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