

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN THE USE OF SOCIAL MEDIA TO INCREASE THE EFFECTIVENESS OF ISLAMIC YOUTH IN MAN KARO

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Abstract: This study aims to be able to improve Islamic education in using social media for Islamic youth at MAN Karo. In the use of social media today Islamic youth face many complicated problems, so that this phenomenon affects people's lives, especially the young generation of Islam in Indonesia. Misuse of social media today's Islamic youth easily spread false information, addicted to social media, and depend on playing games. This article explains how Islamic religious education can contribute to the abuse of social media against Islamic youth so that Islamic youth can have good effectiveness in social life, especially in the school where they study, namely at MAN Karo. Topics in this article discuss education about dealing with social media abuse, the character of education in Islam, the effectiveness of good Islamic youth in social life. The method used in this research is descriptive qualitative method, while the data collection techniques are interviews, observation, and documentation. The data came from the principal of MAN Karo, vice principal of student affairs, Islamic religious education teachers, and parents of students. The data analysis technique used is the interactive analysis of Miles and Hubernas including data reduction, presentation, and conclusion drawing.

Keywords: Islamic Religious Education Teacher, Social Media, Effectiveness of Islamic Youth

Introduction

Education is a basic need for every individual. Specifically, Islamic religious education teaches religious values, encompassing both theoretical and practical aspects (Harfiani, R. 2023). As a very important institution, education plays a key role in the formation of civilization. The development of a civilization is greatly influenced by education. In addition to developing civilization, education also shapes, characterizes, and patterns civilization itself. Therefore, education is designed to have a positive impact in shaping human civilization (Chotimah et al., 2020).

Educational institutions, as places to cultivate human resources, are expected to continue the nation's development process. However, in reality, many processes that occur within it actually contain elements of violence and torture. The decline of manners in the world of education has a significant impact on the deterioration of the character of the next generation, leading to an increase in dishonesty, low social awareness, greed, and even violence that is difficult for students to overcome. As a result, many students grow up without internalizing Islamic values in their lives (Zailani, 2023). This raises concerns about the emergence of authoritarian leaders in the future and individuals who are mentally fragile due to being continuously victimized by violence. The issue of bullying is important to research because there is a need for solutions and preventive measures to address this problem.

The phenomenon of bullying among students is increasingly rampant across various levels of education, from elementary school to high school. This is very concerning because schools should be places that support the character development of students. Bullying is often referred to as "sorto/risak." In Indonesian, bullying is defined as acts of abuse or attacks carried out intentionally by individuals or groups who have more dominant physical and mental strength, with the aim of hurting others (Harris & Herlina, 2023).

The likelihood of bullying occurring in educational institutions, especially those with levels from junior to senior, is quite high. Research conducted by Dr. Amy Huneck, an expert in bullying intervention, revealed that between 10-60% of students in Indonesia reported having experienced teasing, humiliation, exclusion, beating, kicking, or pushing at least once a week (Aulia, 2017). Usually, bullying often occurs in school areas, such as classrooms, toilets, schoolyards, locker rooms, school stores, and even around the home environment. Loser and Blesener also showed similar findings in their research in Germany, which indicated that 60.1% of bullying occurs within schools, 17.3% on the way home from school, and 9.2% in study rooms or bathrooms (Elvigro, 2017). Bullying is a term that is well-known in Indonesian society. This action is carried out intentionally by the perpetrator against the victim, not due to negligence, and occurs repeatedly. The impact of bullying must be felt by all parties involved, namely the perpetrator, the victim, and also the witnesses who witnessed the incident. Victims of bullying often cannot defend themselves due to physical and mental limitations. Therefore, what needs to be considered is not only the actions taken but also the impact they have on the victim (Priyatna, 2010).

Here lies the crucial role of Islamic Religious Education (PAI) teachers in shaping the character of every student in the school environment. The presence of professional and competent Islamic Education (PAI) teachers is very important in their field to shape a generation with character. MAN Karo School is a school that specifically focuses on religious education and continues to pay attention to religious aspects. This is evident from the religious programs that are implemented and supervised by PAI teachers, with the aim of shaping Islamic character for the students.

A teacher becomes a role model for their students by providing positive examples through real actions both in the school environment and outside of it. The goal is to help students develop a better and continuously evolving personality. One of the responsibilities of a teacher is to create quality students who have a mature personality in academic, professional, social, emotional, and spiritual aspects. Islamic Education teachers are not only tasked with teaching religious knowledge but also have the obligation to guide students in all aspects of their lives, helping to develop good morals, improve manners, and strengthen their faith and piety (Wiyani, 2018).

Literature Review

A. The Role of Islamic Religious Education Teachers

1. Islamic Religious Education Teacher

A teacher is a professional educator who has the responsibility to educate, teach, guide, direct, train, assess, and evaluate students at various levels of education, as explained by Syaiful Bahri Djamarah (2006). According to Hamalik (2001), teachers also play the role of facilitators who create a conducive learning environment to develop students' potential. Ahmad Tafsir (1992) added that teachers not only transfer knowledge but also serve as role models and character builders for students. Ki Hajar Dewantara describes the teacher as a leader who provides motivation and inspiration, whether in front of, among, or behind the students. Thus, as emphasized by Hasbullah (2001), teachers are the primary learning agents

who play a crucial role in the moral, intellectual, and social development of students. From the explanation above, it can be concluded that teachers, both in formal and non-formal education, play an important role in achieving the ideal educational goals. Teachers focus on educating students in knowledge, but often neglect the development of students' souls and character. Therefore, education plays a crucial role in shaping the character and soul of students through the process of value transfer.

Meanwhile, Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, internalize, and ultimately believe in, be pious, and exhibit noble character in practicing the teachings of Islam from its primary sources, the Holy Quran and Hadith. Muhaimin argues that Islamic religious education means the effort to educate about Islam or Islamic teachings and values so that they become a person's worldview and way of life (Mahmudi, 2019).

2. The Role of PAI Teachers

The PAI teacher has a role similar to other teachers, with the main difference being the material taught. In Islamic religious education, students are expected to understand Islamic teachings thoroughly and be able to appreciate and apply them in their daily lives. Therefore, PAI teachers are educators who sincerely teach the concepts of Islam, so that students can understand its teachings deeply and apply them in their daily lives. Here are some of the main roles of an Islamic religion teacher:

1. Moral Educator

Islamic Religious teachers guide students to practice Islamic values such as honesty, responsibility, and respect, which form the foundation of their character. By providing real-life examples in speech and behavior, the teacher helps students understand and apply these values in their daily lives.

2. Spiritual Developer

Islamic Religion teachers also enhance students' spiritual intelligence. Through the teaching of the Qur'an, Hadith, and religious practices, the teacher helps students draw closer to Allah and understand the importance of religious obligations.

3. Learning Motivator

Islamic Religious teachers encourage students to study not just for academic grades, but as a form of worship. They instill the understanding that learning is a way to acquire knowledge that is beneficial for life in this world and the hereafter.

4. Mediator and Counselor

Islamic Religious teachers often become a place for students to vent about various problems. With an Islamic approach, the teacher provides constructive advice and helps students find solutions based on religious principles.

5. Spreaders of Tolerance

Islamic religious teachers emphasize the importance of tolerance in diversity. They emphasize the importance of respecting differences, both in schools and in society, in accordance with Islamic teachings that prioritize peace and harmony. With this role, Islamic Religious Education teachers contribute to creating a generation that is intelligent, has Islamic character, and plays an important role in realizing a peaceful and harmonious society.

B. The Role of Islamic Religious Education in the Use of Social Media to Enhance the Effectiveness of Muslim Youth

Social media is an internet platform that allows users to communicate, share information, and interact through text, images, videos, and audio, with popular examples such as Facebook, Instagram, Twitter, TikTok, and YouTube. Although social media facilitates

communication and the dissemination of information, careless use can have negative impacts, such as the spread of hoaxes that can confuse and damage reputations. Social media addiction can also lead to psychological disorders, such as anxiety and depression, especially for teenagers exposed to social pressure or online bullying. Additionally, sharing personal information carelessly can be misused for fraud. Excessive use of social media can waste time, reduce productivity, and worsen direct communication skills. Not only that, it also opens up opportunities for cybercrimes, such as hacking or the spread of illegal content. Therefore, it is important to use social media wisely, verify information, and maintain privacy and security to avoid negative impacts.

In the digital era, social media has become an important part of teenagers' lives. Although it provides various benefits, its misuse can lead to negative impacts, such as the spread of misinformation or adverse effects on teenagers' psychology. Therefore, Islamic education plays a significant role in guiding teenagers to use social media positively.

1. Instilling Islamic Values in the Use of Social Media

Islamic Religious Education serves as a moral guide, teaching teenagers to maintain manners and ethics in interacting in the virtual world. Islamic values such as honesty, politeness, and respect for oneself and others should be the main foundation. With the understanding that every action on social media has responsibilities in this world and the hereafter, teenagers will be more cautious.

2. Enhancing Digital Intelligence Based on Islamic Principles

Islamic Religious Education can guide teenagers to use social media for positive purposes, such as sharing knowledge, spreading goodness, and preaching. The principle of enjoining good and forbidding wrong can be applied through digital platforms to spread Islamic messages that build faith and Islamic brotherhood. Social media can be an effective means to introduce Islam positively.

3. Equipping Teens to Filter Information

Islamic Religious Education teaches the importance of filtering and verifying information before accepting or sharing it. The concept of tabayyun in Islam helps teenagers to be more wise in handling circulating information, so they are avoided from hoaxes or negative content on social media.

4. Building a Strong and Independent Personality

Through Islamic education, teenagers are equipped with an understanding of the importance of maintaining their identity as Muslims. A strong faith allows teenagers to express themselves positively on social media, while also not being easily influenced by pressures or trends that contradict religious values.

5. Encouraging the Use of Social Media for Positive Activities

Islamic Religious Education encourages teenagers to utilize social media for beneficial purposes, such as following educational accounts, sharing knowledge, or participating in social activities. In this way, social media can become a tool to broaden horizons and strengthen social connections within the Muslim community.

Thus, Islamic education plays a crucial role in guiding Muslim teenagers to use social media wisely. With a strong understanding of religion, social media can be used for preaching, learning, and self-development, while also avoiding negative impacts. Through proper Islamic education, social media can become an effective means to improve the quality of life for Muslim youth, both spiritually, socially, and intellectually.

Method

The method used in this article's research employs a qualitative method that is descriptive in nature. Descriptive research is a fundamental type of research whose purpose is to explain events or occurrences that have already taken place, including natural events as well as events or occurrences carried out by humans themselves. (Sugiyono, 2022). This qualitative research is also inductive in nature, where the collected data results from observations made by the researcher, including detailed explanations from one party providing factual explanations supported by data, as well as results from interviews or question-and-answer sessions between the researcher and the informant. (Sugiyono, 2022).

Meanwhile, the research conducted by the researcher is located at MAN Karo School, which is situated at Gg Madrasah Gung Negeri, Kabanjahe District, Karo Regency. Regarding the research location, it is very important because the subjects of this research can be held accountable for the accuracy of the actual data. The instructional tool used in this research is a camera containing videos of the interviews conducted by the researcher following the observations carried out. Initially, the researcher conducted observations first, and then proceeded with interview sessions with the principal, the PKS in the student affairs field at MAN Karo School, and continued by interviewing some of the students' parents.

Result and Discussion

The role of a teacher in Islamic religious education is very important for students in developing good character, especially for Muslim youth as the next generation of the nation. Of course, the role of character is very important for Indonesia's progress in practicing the religion it adheres to. Therefore, a young Muslim must be wise in utilizing the advanced technology of the current generation Z, which has been embraced by young Muslims in using their respective social media. As Islamic religious education teachers, it is necessary to emphasize teaching that can consider the demands of practicing other religions by providing training in the application of religious moderation. (Harris & Herlina, 2023).

The Role of Islamic Religious Education in Social Media Misuse The current generation is inseparable from technology; science and technology today greatly influence human life in the world. Especially for the nation's generation, namely the youth in Indonesia. Science and Technology (IPTEK) greatly influence the social mindset of today's youth, especially Muslim youth. As a result of this influence, many Muslim youths are highly dependent on the technology they use every day. A profound indication for a young Muslim today is that upon waking up, the first thing they see is their gadget or cellphone. The role of social media is currently very important for Muslim youth in Indonesia in this digital era. Actually, the role of social media is very popular as a good communication channel for Muslim youth in spreading Islamic teachings to a wide and diverse society through the social media they possess. (Arif & Roem, 2019).

The role of social media for Muslim youth also involves interactive and participatory elements (Salsabila & Muslim, 2022). Many features that can be seen by the public, such as comments, messages, groups, and so on, can encourage Muslim youth to interact directly with the wider community. In addition, social media can also provide useful benefits by offering opportunities for the Muslim community to share and exchange positive experiences, as well as moral support in practicing Islamic teachings. One example that can be seen from Islamic teachings for Muslim youth through social media is the Instagram account @nounline managed by Nahdlatul Ulama. (Romadani & Fikry, 2021). The account has been successful in effectively reaching a wide audience and delivering positive messages to all its followers.

An Islamic education teacher is not exempt from reflecting good patterns and behaviors and becoming an example for students, especially for Muslim youth who are currently studying in high school. That reflection is also influenced by colleagues such as teachers, school principals, and parents. An Islamic religious teacher has a personality that can be described as disciplined, independent, responsible, and capable of setting a good example for everyone and the community, especially for Muslim youth in their homes and learning environments. The students received lessons they had not known before from a religious teacher about how to utilize social media to support the effectiveness of Muslim youth in living within society.

Islamic education teachers can provide instruction and learning to students on how they should ideally utilize technology in social media positively in their lives. Teachers can also impart all their competencies, expertise, and skills to students, which can be exemplified to them, such as the behavior of a PAI teacher. We know that PAI teachers are teachers who can provide guidance to their students, where this guidance can lead their students to maturity, making them independent students, possessing good social skills, and able to instill self-discipline in students to work harder in learning, so that these students can solve problems and learning difficulties and foster a new spirit. (Maulida & Rahman, 2022)

The findings produced by the researchers during interviews, observations, and documentation at MAN Karo school indicate that the role of Islamic religious teachers in managing the proper use of social media to enhance the effectiveness of Muslim youth consists of several important roles, including the following:

1. Through Exemplary Conduct

A teacher of Islamic religious education certainly possesses professionalism that enables them to educate students not only inside the classroom but also to provide instruction outside of it. Therefore, a PAI teacher can also set a good example both inside and outside the classroom, because one of the factors that hinders a student's personality is the attitude of their teacher. (Oktavia et al., 2021). Therefore, a PAI teacher must exemplify attitudes that should be emulated by students when they interact with the PAI teacher, whether directly or indirectly in the virtual world. When the PAI teacher interacts directly, they should be a person who is liked by the students, so they can become a role model for the students. In reality, in students' lives, they tend to imitate and emulate what they find interesting and can also adapt good values. (Zainuddin, 2020)

Therefore, what is very important that can provide a good assessment for students is the role of social media, which is very beneficial in the current context. A teacher must possess and become a role model and an idol in all aspects of students' lives. (Pasa, 2021). Equally important is that a PAI teacher must have a social attitude that can interact with students and provide inspiration and motivation to them. The exemplary behavior of a PAI teacher is expected to directly shape the emotional development of students, rather than the opposite where students become antisocial due to the negative impact of social media on Muslim youth, including the responsibilities, morals, and spirituality taught by the PAI teacher, which should not deviate from religious and moral teachings.

The practice carried out by the PAI teacher is that outside the classroom, students can socialize, for example, by visiting friends who are sick, greeting friends with a smile, and saying hello to friends they just met. (Hary & Sanusi, 2023). When interacting on social media, PAI teachers must be exemplary in the proper use of social media, for example, by avoiding hate speech and other negative behaviors. Teachers can also guide students to connect with the presence of children's morality in society. (Zainuddin, 2020), where a teacher utilizes social media when conducting lessons in the classroom. (Dwistia et al., 2022).

In the implementation of classroom learning, in order to teach social media, it should serve as a role model for him, which he exemplifies from his teacher. (Wardhani & Wahono, 2017). So that PAI teachers can fulfill their responsibilities well to students, they must also possess good morals. (Tarmizi, 2016).

2. Teaching

Through the teaching of PAI teachers, it is not just about imparting knowledge to students, but PAI teachers can also contribute to the achievement of Islamic education goals. (Oktavia et al., 2021). In the past, learning was indeed teacher-centered, but with the changes in the curriculum and technology today, learning has become student-centered. However, the use of social media that is currently employed by students has resulted in students becoming critical and intelligent in their learning. (Zainuddin, 2020). Currently, many students are using social media in their learning, so PAI teachers should enter their learning world in accordance with the development of the current Generation Z era. Therefore, PAI teachers should become inheritors in applying Islamic values and serve as social controllers in teaching both inside and outside the classroom.

In both the real world and the virtual world, students' understanding of having good morals and etiquette is essential as preparation for students, especially young Muslims, to guard their tongues, maintain politeness, avoid bad behavior, and think positively as social media users. A PAI teacher can also emphasize that the use of social media is an act and deed that will be accountable in this world and the hereafter, and as a legal protection for us to be aware in practicing our religion, which must be instilled in students. To counter the belief among Muslim youth that social media is unmonitored, a teacher can teach that students must be aware that social media, being virtual, is still under the surveillance of Allah.

Thus, the role of PAI teachers towards Muslim youth will influence them as students to have a high level of human capability. (Kuswanto et al., 2014). This concrete practice can be directly learned by students, especially Muslim youth, so that they can understand and apply Islamic values perfectly. For the government, it is also very important to know that social media can be used as a substance of the national curriculum and to realize good character. We know that social media depends on its users, therefore, it is necessary for teachers in the field of Islamic religious education to shape students and young Muslims to have good behavior according to Islamic teachings and to have good policies in the use of social media so that young Muslims can be effective in their lives in society

Conclusion

The role of Islamic religious education teachers is very important in teaching the use of social media to students and young Muslims. The main role of PAI teachers in enhancing the effectiveness of Muslim youth in schools is through the first method: Exemplary behavior. Islamic youth should be role models for their teachers in utilizing social media and can emulate their teachers in the way they use social media. Then the second way is: Teaching. An Islamic education teacher should not only teach students or young Muslims from a real-world perspective, but the PAI teacher can also teach these young Muslims to understand Islamic teachings that have manners and morals and to understand the consequences of misusing social media in their lives. So that the teachings provided by the teacher can shape these students or young Muslims to have good character according to Islamic teachings, enabling young Muslims to effectively carry out their lives within the community.

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