The Effectiveness of Social Media as an Educational Learning Medium Religion Islam in Vocational High School 16 Pharmacy Bengkulu

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Abstract. *Teaching Islamic Religious Education in the digital era has its own challenges for teachers as facilitators. This study aims to show the effectiveness of the role of social media as a learning medium in the digital era. This study uses a quantitative descriptive method using an online questionnaire with the research subjects of grade XII students of the Industrial Pharmacy Department and Community Clinical Pharmacy who were randomly selected as many as 62 students. Based on 4 aspects of the assessment, namely 1) effectiveness of social media use, 2) ease of use of social media, 3) student involvement, and 4) effectiveness of material delivery, an average score of 54.5 was obtained, indicating that social media is effective as a learning medium for Islamic Religious Education*

Keywords: *effectiveness; media; social; learning*

Abstrak. *Mengajarkan Pendidikan Agama Islam di era digital memiliki tantangan tersendiri bagi guru sebagai fasilitator. Penelitian ini bertujuan untuk menunjukkan keefektivan peran media sosial sebagai media pembelajaran di era digital. Penelitian ini menggunakan metode deskriptif kuantitatif menggunakan kuesioner online dengan subjek penelitian siswa kelas XII Jurusan Farmasi Industri dan Farmasi Klinis Komunitas yang dipilih secara acak sebanyak 62 siswa. Berdasarkan 4 aspek penilaian yaitu 1) efektivitas penggunaan media sosial, 2) kemudahan penggunaan media sosial, 3) keterlibatan siswa, dan 4) efektivitas penyampaian materi, didapatkan rata-rata skor sebesar 54,5 yang menunjukkan bahwa media sosial efektif digunakan sebagai media pembelajaran Pendidikan Agama Islam*

Kata Kunci : *kefektifan; media; sosial; pembelajaran*

Introduction

The development of science and technology has brought many changes in various lines of life. One of the institutions that needs to follow the development of science and technology This that is in institution education formal, specifically school(Juanda, 2010). Generation Z and Alpha, who are students at this educational unit level, are a generation that is very accustomed to using digital technology (Alit & Tejawati, 2023) and is very close to social media (Putri et al., 2024).

Social media can be defined as a digital communication device or medium that allows interaction between users(Puspitarini & Nuraeni, 2019). Social media has brought many changes to the way we communicate and think, both in the environment. family, school And society(Sari et al., 2018). Change method thinking and communicating, especially in the school environment, certainly has an impact on the learning process at school (Ambarsari, 2021).

Student as participant educate in era digital moment This very near his life with digital and social media such as Whats'App, Instagram, Youtube, Tiktok and so on(Mesra et al., 2022). Learning media used to attract students' interest in learning also need to be developed by Teacher so that process learning walk in accordance with demands development of the times. Several studies related to social media as a learning medium, namely: 1) Social Media as a Learning Medium for Generation Z(Pujiono, 2021), 2) Utilization of Social Media as a Learning Medium for Islamic Religious Education(Dwistia et al., 2022), 3) Utilization of social media as a learning medium (Rahman et al., 2023), 4) Potential use of TikTok social media as a learning medium in online learning(Ramdani et al., 2021), and 5) Use of Social Media as an Alternative Online Learning Media . This shows that Social media can be used as a learning medium today.

Islamic Religious Education or PAI is one of the subjects taught in SMKS 16 Pharmacy Bengkulu. According to The Firmansyah (2019), Education Religion Islam is an effort to instill Islamic values in the souls, feelings and thoughts of students as a view life Which aiming so that student can own morals good luck. In teaching Islamic Religious Education in the era digital certainly has various obstacles (Adiasti, 2021). Because there are so many influences and impacts, both positive and negative, which often conflict

with the values of good morals (Agis, 2021). Therefore, it is important to conduct this research which is related to Effectiveness Media Social as Media Learning Education Religion Islam in SMKS 16 Pharmacy Bengkulu. This study is expected to be able to show the effectiveness of the role of social media as a learning medium in the digital era.

Literature Review

1. Social Media in Learning

Social media refer to on a digital platform that allows interaction, sharing information, and communication in network wide. Some common social media used in learning covering WhatsApp, Instagram, Facebook, and YouTube. In context education , social media used For:

- Share material learning in form text, images, and videos.
- Discussion And ask answer between teachers and student in real-time.
- Provide access learning independently outside school hours.

According to study by Ahmad (2021), use of social media in learning can increase involvement student And give experience learn more interactive . This matter reinforced by Yusuf & Rahmawati's study (2022) found that that student more active participate when learning done through the platforms they know And use daily .

2. Islamic Religious Education (PAI) and Digital Technology

Islamic Religious Education aims to form character , morals, and understanding student to Islamic teachings . Challenge in Islamic Religious Education learning is make material more interesting And relevant for students in the digital age. Digital technologies, including social media, can help in :

- Make it easier access to source Study like lectures , interpretations , and hadith .
- Increase Power pull learning through audio-visual content .
- Facilitate communication interactive between teachers and student in understand material Islam .

Study by Hasan (2020) shows that students who use social media in more Islamic Religious Education learning easy understand concepts Islam compared to with method conventional .

3. Effectiveness of Social Media in Islamic Religious Education Learning

Effectiveness of social media in learning can measured through a number of indicators, such as involvement students, understanding materials , and motivation Study . Studies by Fadilah (2021) reveals that learning social media based can increase effectiveness learning with give more experience flexible And interesting. At SMKS 16 Pharmacy Bengkulu, the implementation of social media in Islamic Religious Education learning can own benefit as following :

- Increase interest study : Students more interested Study via social media compared to with method traditional .
- Flexibility time And Place : Students can access material When just and where just .
- More interaction good : Possible more discussion dynamic between teachers and student.

Method

This study uses a quantitative descriptive method. Descriptive research aims to obtain data on the effectiveness of social media as a learning medium for Islamic Religious Education which is measured quantitatively based on 4 aspects of assessment, namely: 1) effectiveness of social media use, 2) ease of use of social media, 3) student involvement, and 4) effectiveness of material delivery. The instruments used in this study were questionnaire scale 5 Likert Which consists of from 14 grain statement. Scale Likert 5 This shows the criteria and scores which can be seen in Table 1 as follows:

Table 1. Criteria And Scale Score Likert 5

Criteria	Score
Very Agree (SS)	5
Agree (S)	4
Neutral (N)	3
No Agree (TS)	2
Very No Agree (STS)	1

The subjects of the study were 62 students of class XII majoring in Industrial Pharmacy and Community Clinical Pharmacy who were randomly selected. The effectiveness of social media as a learning medium This Islamic Religious Education is determined based on category on Table 2 as follows:

Table 2. Range of scores for the effectiveness of social media as a learning medium for Islamic Religious Education

Range Score	Information
56–70	Very Effective
42–55	Effective
28–41	Quite Effective
14–27	Not enough Effective

Results and Discussion

Study related effectiveness media social as media learning Education Islamic religion in SMKS 16 Pharmacy was conducted by distributing questionnaires online. This questionnaire consists of 14 statement items contained in 4 aspects that can be seen in Table 3 as follows:

Table 3. Total and average scores of aspects and statements of the effectiveness of social media as a medium Islamic Religious Education learning

No	Aspects / Statements	Total Score	Average score 62 Students
Effectiveness Use of Social Media			
1	Social media helps me understand Islamic Religious Education material .	257	4,145161
2	Information related material PIE in media social easily accessible.	264	4.258065
3	Use media social make learning PAI is more interesting	257	4,145161
4	Media social increase motivation I For learn Islamic Religious Education.	251	4.048387
B. Convenience Use Media Social			
5	Media easy social used in Islamic Religious Education learning .	252	4.064516
6	I can access PAI materials on social media at any time .	267	4,306452
7	Features media social help process I study .	254	4.096774
C. Student Engagement			
8	I often discuss with Friend through media social about PAI material.	240	3.870968
9	Media social make I more active learning PIE.	233	3.758065
10	I am more enthusiastic about expressing my opinion about PAI on social media.	227	3.66129
D. Effectiveness Delivery Material			

11	Material PIE Which delivered through media social easy to understand.	222	3,580645
12	Social media makes Islamic Religious Education material	229	3.693548
13	The use of social media accelerates my understanding of Islamic Religious Education material.	222	3,580645
14	I feel Study through media social more effective compared to learning directly in class.	204	3.290323
Total Score		**3379**	
Average Score		**54.5**	

In the first aspect, namely the effectiveness of using social media, 4 statements are outlined. can accessed through questionnaire online. Questions First that is: "Media social help me understand the material of Islamic Religious Education". In this statement, the average assessment score was 4.145161. Based on the Likert scale of 5, this score indicates the criteria of "Agree" which show that part big student agree that media social can help students in understand material Education Religion Islam. Matter This even in accordance with study Ramdani, et al. (2021) that one of the social media, namely TikTok, can help students understand lessons because this social media can function as an interactive learning medium.

Statement Which second that is "Information related material PIE in media social easy accessed". On statement this is obtained average score evaluation of 4.258065. Based on scale Likert 5, this score indicates the "Agree" criterion which indicates that most students agree that information related to PAI material on social media is easy to access (Setiadi, 2016). This is also in line with Setiadi's research (2016) that learning information on social media is easy to access at any time with a very wide reach (Widada, 2018).

Statement Which third that is "Use media social make learning PIE more

interesting". On statement This obtained average score evaluation of 4.145161. Based on a Likert scale of 5, this score indicates the "Agree" criterion which indicates that most students agree that the use of social media makes Islamic Religious Education learning more interesting. This is in accordance with research by Dwistia, et al. (2022) that the existence of social media can make students feel that learning is more interesting.

The fourth statement in this aspect is "Social media increases my motivation to learn Islamic Religious Education". In this statement, the average assessment score was 4.048387. Based on the Likert scale of 5, this score shows the "Agree" criterion which shows that most big student agree that media social can increase motivation student For learning Islamic Religious Education. This is also in line with the research of Nugroho and Ruwanto (2017) that social media (in this study is Instagram) can increase students' learning motivation and can be a source of independent learning for students (Nugroho & Ruwanto, 2017).

Aspect Which second that is convenience use media social. In aspect This there is 3 statements. Statement First that is "Media social easy used in learning PAI". On statement this is obtained average score evaluation of 4.064516. Based on scale Likert 5, this score indicates the "Agree" criterion which indicates that most students agree that social media is easy to use in Islamic Religious Education learning. This is in accordance with Ambarsari's research (2021) which states that social media (in this study is Instagram) can be used and utilized as a learning medium because it is easy to use, especially by generation Z (Pujiono, 2021).

The second statement is "I can access PAI materials on social media at any time". On statement This obtained average score evaluation as big as 4,306452. Based on Likert scale 5, this score indicates the "Agree" criterion which shows that most students agree that student can access material PIE in media social When just. Matter This in line with research Azka (2019) that through media social, student can Study from where just And anytime(Azka, 2019).

The last statement in this aspect is "Social media features help my learning process". In this statement, the average assessment score was 4.096774. Based on the Likert scale 5, this score shows the "Agree" criterion which shows that most students agree that social media features help students' learning process. This statement is also in line with the research of Wibowo et al. (2024) which states that features on social media support the learning process (Wibowo et al., 2024).

The third aspect is student involvement. In this aspect there are three statements. The first statement is: "I often discuss with friends through social media about Islamic Religious Education material". In this statement, the average assessment score was 3.870968. Based on the Likert scale 5, this score shows the "Neutral" criteria which shows that most students are neutral regarding students who often discuss with friends through social media related to Islamic Religious Education material. This shows the attitude of students who do not fully agree or disagree regarding this because some of them discuss directly related to Islamic Religious Education material and not through social media, but some discuss using media social. Discussion with Friend related material learning Also show communication Which effective as one one use of media social in process learning (Sholekah & Wahyuni, 2019).

The second statement is "Social media makes me more active in learning Islamic Religious Education". In this statement, the average assessment score is 3.758065. Based on the Likert scale of 5, this score shows the "Neutral" criteria which shows that most students are neutral regarding social media being able to make students more active in learning Islamic Religious Education, or in other words, students do not have a strong tendency to agree or disagree with the statement. In fact, if the content in social media is relevant to learning, then student even can become active in learning. Matter This even supported by study Ahmad (2023) that there is connection use media social to behavior Study students who become more active in learning (in this case Mathematics learning) (Ahmad, 2023).

The last statement in this aspect is "I am more enthusiastic about

expressing my opinion about Islamic Religious Education on social media". In this statement, the average assessment score was 3.66129. Based on the Likert scale of 5, this score shows the "Neutral" criteria which shows that most students are neutral about students who are more enthusiastic about expressing their opinions about Islamic Religious Education on social media. This neutral attitude shows that students do not have trend For show attitude agree and also No agree related statement. This can be caused by students' lack of confidence in expressing opinions, limited knowledge about learning, and lack of motivation to comment on Islamic Religious Education material on social media. However, if these things can be overcome by students with teacher guidance, then students can be more active and enthusiastic in expressing opinions on social media. Some students who expressed enthusiasm are in line with the research of Sholekah and Wahyuni (2019) that by utilizing social media in learning, it can make students more enthusiastic in learning and more active in expressing opinions about Islamic Religious Education learning on social media.

The fourth aspect is the effectiveness of material delivery, there are four statements related to this aspect. The first statement is "PAI material delivered through social media is easy to understand". In this statement, the average assessment score was 3.580645. Based on the Likert scale 5, this score shows the "Neutral" criterion which shows that most students are neutral that the PAI material delivered through social media is easy to understand. media social easy understood. Matter This show variation content Which found Students on social media are not uniform and vary greatly. However, research by Iskandar et al. (2023) shows that learning materials shared on social media can make it easier for students in understand context learning. Things This show that material PIE Which is on social media is easy to understand depending on the existing content and requires teacher guidance as a facilitator(Iskandar et al., 2023).

The second statement is "Social media makes PAI material more interesting than other methods". In this statement, the average assessment

score was 3.693548. Based on scale Likert 5, score This show "Neutral" criteria Which shows that most students are neutral that social media makes Islamic Religious Education material more interesting than other methods. This shows that students do not show an attitude of agreement or disagreement regarding this. Other learning methods such as lectures and discussions are still interesting methods for students. However, some students showed students who agreed regarding this and in line with the research of Laily., et al. (2022) that Islamic Religious Education learning becomes more interesting because it is presented through Instagram social media(Laily et al., 2022).

The third statement is "The use of social media accelerates my understanding of Islamic Religious Education material". In this statement, the average assessment score is 3.580645. Based on the Likert scale 5, this score shows the "Neutral" criteria which shows that most students are neutral that the use of social media accelerates my understanding of Islamic Religious Education material. This attitude shows that the influence of social media in accelerating understanding material Not yet too felt by student, although There is part students who agree about this. This shows that there needs to be a strategy so that the use of social media as a learning medium can effectively improve students' understanding, such as research conducted by Ulfah (2020) that increased use of social media can accelerate students' understanding of learning materials (Ulfah, 2020).

The last statement is "I feel that learning through social media is more effective than learning directly in class". In this statement, the average assessment score was 3.290323. Based on the Likert scale of 5, this score shows the "Neutral" criteria which shows that most students are neutral that students feel that learning through social media is more effective than learning directly in class. This shows that some students agree that learning through social media is more effective than learning directly in class, but some students disagree about this. The causal factor can be caused by the limitations of social media in encouraging direct interaction with teachers as facilitators in learning. Matter This in accordance with study Widianto (2021) that in

technology and information-based learning, students still need teachers as facilitators and friends and need direct interaction compared to interaction via social media (Widianto, 2021).

Based on Table 3, the average effectiveness of social media as a learning medium for Islamic Religious Education at SMKS 16 Pharmacy was 54.5, which shows that social media is effective for use as a learning medium for Islamic Religious Education. Islam. Mark average This show that media social can make it easier student in accessing learning materials, interacting with teachers and friends, and understanding the content on social media as a learning medium. In addition, the existence of interesting videos and visualizations on social media provides an attraction for students and can increase learning motivation so that learning takes place effectively.

Conclusion

Teaching Islamic Religious Education in the digital era to students who are generation Z who are literate with technology requires teachers to be facilitators in learning by utilizing digital platforms, one of which is social media. The effectiveness of social media as a learning medium is shown by the results of the questionnaire with an average score of 54.5 with 4 assessment aspects, namely: effectiveness of using social media, 2) ease of using social media, 3) student involvement, and 4) effectiveness of delivering material shows that social media is effective to use as a learning medium for Islamic Religious Education

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