

## Analysis of UNWAHA Jombang Student's Perspectives in Learning Religion Through Social Media

**Aufia Aisa<sup>1\*</sup>, Endrik Ratnawati<sup>2</sup>**

<sup>1</sup>Arabic Education, Universitas KH. A. Wahab Hasbullah

<sup>2</sup>Islamic Education, Universitas KH. A. Wahab Hasbullah

\*Email: [aufiaaisa@unwaha.ac.id](mailto:aufiaaisa@unwaha.ac.id)

---

### **ABSTRACT**

*This study aims to find out how effective learning religion through social media is according to UNWAHA students, how UNWAHA students use social media wisely, and the influence of social media on religious learning according to UNWAHA students. The approach used to achieve the above objectives is to use a qualitative research approach. In collecting data, the author uses the method of questionnaires, interviews, and documentation. The results show that learning religion through social media is quite effective because it makes it easier to find material, and tends not to be boring. They use social media wisely by sorting out good information and references, looking for sources from the information obtained, and not spreading information without the right sources. The impacts of learning religion through social media are positive impacts such as facilitating learning activities, and adding insight into religion. While the negative impact is causing addiction to social media which can reduce interest in reading books, sources of information that are not necessarily valid and regarding misuse in disseminating information.*

**Keywords:** *College Student; Study Religion; Social Media.*

---

### **INTRODUCTION**

Entering the industrial era 4.0 which is marked by the rapid development of digital technology, in the hands of the millennial generation, information is so easy and fast to access, from good information to garbage information that can damage the mentality of its users (Ibdalsyah et al, 2019). Today, a number of Islamic education experts have spoken out and at the same time offered a number of thoughts and ideas about Islamic religious learning in the millennial era. This discussion is very important considering the millennial era which is a very different era from the previous era (Ashlihah et al, 2020).

In the millennial era or industry 4.0 this will pose new challenges that must be turned into opportunities that can be utilized as well as possible, so that these challenges bring blessings to everyone who does it. In addition, the millennial era also has similarities and differences, as for the differences, such as the 4G internet network and the presence of smartphones. And the use of this digital technology will surpass the computer age as well as the previous internet age (Zaim, 2020).

The rapid development of technology is marked by the spread of various social media among the public (Yasaroh et al, 2022). There are almost no people who do not know or use social media in their daily lives. Social media is an online media, with its users being able to easily participate, share, and produce content including the web, social networks, wikis, forums and the virtual world. The web, social networks and wikis are forms of social media that are very universally used by people around the world (Cahyono, 2016).

In the era of globalization, social media has become a communication tool that takes up a lot of time in everyday life. This is indicated by the large number of social media users or social media accounts from an early age to the elderly. This phenomenon is very unique because it enters the digital era where all communication is done through social media, without having to meet face-to-face (Saeful & Tsaronny, 2017). Various kinds of social media such as, Facebook, Instagram, Youtube, Whatsapp, Twitter, TikTok and others.

Social media is very easy to use and also very easy to access, it can be done anywhere and anytime. Besides being used as a communication tool and as a means of entertainment, social media can also be used as a learning tool. Advances in technology and social media can affect growth in the world of learning, both related to problems in the implementation of learning or from the ease of obtaining learning resources or knowledge (Zazin & Zaim, 2019).

Forms of using social media for learning include assignments, learning materials, discussions, quizzes, info, learning tutorials, student entertainment using social media for information sources. Most students use social media during lectures in class (Nur & Afidah, 2019). Social media provides many options, both as a source of lecture material and for sharing information with fellow students or collecting assignments online. Social media is also used for publication of student work and student assignments (Apriansyah & Antoni, 2020).

The positive impact of social media is that it makes it easier for us to interact with many people, expand relationships, distance and time are no longer a problem, easier to express ourselves, information dissemination can take place quickly, and costs are cheaper. While the negative impact is to keep people who are close and vice versa, face-to-face interactions tend to decrease, making people addicted to the internet, vulnerable to bad influences from others, privacy problems, and causing conflicts (Cahyono, 2016). From this background, several problem formulations were found, namely: (1) how effective is learning religion through social media according to UNWAHA students?; (2) how do UNWAHA students use social media wisely?; and (3) what are the effects of social media on religious learning according to UNWAHA students?

## METHOD

This research is descriptive qualitative with data collection techniques in the form of questionnaires, interviews and documentation with the observed symptoms, namely the analysis of the perspectives of UNWAHA Jombang students in learning religion through social media. The data collected was analyzed descriptively qualitatively with the aim of knowing how effective learning religion through social media is according to UNWAHA students, how UNWAHA students use social media wisely and the influence of social media on religious learning according to UNWAHA students.

## RESULT AND DISCUSSION

### Result

**Table 1.** Research Result Questionnaire Data

No	Researched aspects	Percentage		
		Always	Sometimes	Never
1.	Frequent use of social media	70,6%	29,4%	-
2.	Opening social media for learning puposes	23,5%	76,5%	-
3.	Don't like to use social media while studying	-	58,8%	41,2%
4.	Always open social media when studying	17,6%	76,5%	5,9%
5.	Learning religion from social media	5,9%	76,5%	17,6%
6.	Insights increase when using social media	64,7%	35,3%	-
7.	Social media helps to learn religion easily	23,5%	70,6%	5,9%
8.	More often seek answers about religious material on social media	23,5%	76,5%	-
9.	Using social media as a means to complete college assignments	52,9%	47,1%	-
10.	Prefer to learn through social media rather than through books	11,8%	88,2%	-
11.	Using social media as a means of complementary media accessing subject matter to add insight and knowledge	58,8%	41,2%	-
12.	Always get answers about the material you are looking for	17,6%	82,4%	-
13.	Submission of material on social media is poorly understood	-	82,4%	17,6%
14.	Submission of material on social media is easy to understand	23,5%	76,5%	-

No	Researched aspects	Percentage		
		Always	Sometimes	Never
15.	If there is an explanation that you don't understand on social media, always ask the lecturer during the course	17,6%	35,3%	47,1%
16.	Thinking about the impact of social media	41,2%	41,2%	17,6%
17.	Social media affects religious learning	41,2%	47,1%	11,8%
18.	Is the process of learning religion through social media effective	5,9%	82,4%	11,8%
19.	Social media has a negative influence on religious learning	11,8%	70,6%	17,6%
20.	Social media has a positive influence on religious learning	17,6%	82,4%	-

Based on the results of the questionnaire given by the researcher, it can be concluded that some UNWAHA students often use social media. By using social media, the insights of UNWAHA students are increasing. UNWAHA students use social media as a means to complete coursework, as well as a means of complementary media accessing subject matter to add insight and knowledge.

### Discussion

The development of technology in this modern era has a great impact on human life from various fields, especially in the field of education. With the technology can help and facilitate humans in the process of doing their work faster. A successful educational program cannot be separated from the influence of various factors. One of these factors is the availability of adequate facilities and infrastructure (Tifani, 2019).

In accordance with what was mentioned by Nur Zazin and Muhammad Zaim that the progress of modern technology will certainly affect developments in the world of education, both related to the problem of providing education and from the ease of obtaining learning resources or knowledge. As according to Hamalik, who has been quoted by Azhar Arsyad, that the use of learning media in the learning process is able to generate new desires and interests in learning, generate stimulation and motivation in learning, and bring psychological effects on students. In addition to arousing students' motivation and interest, learning media can also help students improve understanding, facilitate data interpretation, and present data in an attractive and reliable manner, and condense information (Zazin & Zaim, 2019).

Adequate facilities and infrastructure will support the learning process in educational institutions. Thus the need for improvement in the management and development of learning facilities in accordance with the objectives of the educational institution in order to achieve educational goals. Without learning media, communication will not occur and the learning process as a communication process will also not be able to take place optimally. The use of learning media can also support teaching and learning activities. In the university environment, learning media is not only visual and audio-visual media, but also internet media which can facilitate students in communicating widely, not limited by time and distance and used to seek various knowledge directly and up-to-date (Tifani, 2019).

Social media exists in many different forms, including social networks, internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, images, videos, ratings, and social bookmarking. According to Kaplan and Haenlein there are six types of social media: collaborative projects (e.g., wikipedia), blogs and microblogs (e.g., twitter), content communities (e.g., youtube), social networking sites (e.g. facebook, instagram), virtual games (e.g. world of warcraft), and virtual social (eg, second life) (Zazin & Zaim, 2019).

Based on the results of interviews conducted by researchers, it can be concluded that almost every UNWAHA student uses social media every day. Watching tausiyah videos on Youtube, reading posts about religion via Instagram, Facebook and Twitter, and reading blogs about religious material are ways UNWAHA students learn religion through social media. Today, social media is very popular among millennials, not only for fun, but also to get various information about religion. The religious information is well packaged and adjusted to the interests of millennials so that students prefer to study religion through social media rather than joining religious discussion groups.

In using social networks, we are given the freedom to share information or communicate with anyone. This freedom does not mean that there are no ethics that limit what is allowed or what is not. It's good for us to know how ethics must be considered in using social networks. This is done in order to make users feel comfortable and reduce crime.

In communicating with each other on social networking sites, we usually forget about ethics in communicating. We find so many harsh words that appear in conversations between people on social networks, either intentionally or unintentionally. We recommend that in communicating we use appropriate and polite words on the social networking accounts that we have. Use the right language with whom we interact (Raharja, 2019). Therefore, UNWAHA students use social media wisely by sorting out good information and references, looking for sources from the information obtained, and not disseminating information without the right sources.

Learning religion through social media has an effect on UNWAHA students, both positive and negative influences. The positive influence that has an impact on UNWAHA students is that learning religion through social media can add insight, using easy-to-access learning sites can facilitate learning activities, easy to get answers about the material needed, language that is easy to understand and can be done anywhere anytime and anywhere. While the negative impact is causing addiction to social media which can reduce interest in reading books, sources of information that are not necessarily valid and regarding misuse in disseminating information.

Based on previous research conducted by Sulidar (2017) said that social media has positive and negative impacts, it just depends on how the attitude of its users is. If users use social media for good things it will have a positive impact, but if it is used for things that are not good or evil it will have a negative impact, for example if social media is used to make friends with discussions about lesson discussions then it will giving a positive side, by making friends publicly and managing a network of friends, and making it easy for children to complete subjects, it will have a positive impact (Fitri, 2017).

Most UNWAHA students feel that learning through social media is quite effective because learning through social media is not boring, it is easy to find answers to the material being sought, and the language is easy to understand. The effectiveness of learning religion through social media is manifested in the changes in the religious life of students from before to the next. The students feel helped by the internet, as the most complete and fastest information technology provider engine. The habit of "taking the Koran" on social media has more or less a positive influence on the development and growth of students' faith and Islam. Become more able to respect others and be easy-going to help in socializing (Hatta, 2018).

## CONCLUSION

Social media is widely used by UNWAHA students as a place to find information, and can be used by students to find course material to support the learning process on campus. Learning religion through social media can be done by watching tausiyah videos, reading posts about religion and reading blogs containing religious material. Some students feel that learning religion through social media is quite effective because through social media they get broad insight, language that is easy to understand, and easy to access can be done anywhere and anytime. In addition to having a positive impact, social media can also have a negative impact depending on how you use it, if it is used for good things, for example, to communicate, look for subject matter and study, it will have a good impact. However, if it is used to spread untruthful information, it is used for crime, and other bad things, it will have a negative impact.

## REFERENCES

- Apriansyah, & Antoni, D. (2020). Pemanfaatan Media Sosial Sebagai Media Pembelajaran Pada Mahasiswa Perguruan Tinggi Di Sumsel. *Jurnal Digital Teknologi Informasi*, 1(2), 64. <https://doi.org/10.32502/digital.v1i2.2371>
- Ashlihah, A., Mufidah, R. L., & Aditiya, Y. N. (2020). Peningkatan Pemahaman Agama terhadap Santri TPQ melalui Media Belajar Picture and Picture. *Jumat Keagamaan: Jurnal Pengabdian Masyarakat*, 1(1), 38-41.
- Cahyono, A. S. (2016). Pengaruh media sosial terhadap perubahan sosial masyarakat di Indonesia. *Jurnal Ilmu Sosial & Ilmu Politik Diterbitkan Oleh Fakultas Ilmu Sosial & Politik, Universitas Tulungagung*, 9(1), 140–157.
- Fitri, S. (2017). Dampak Positif dan Negatif Sosial Media Terhadap Perubahan Sosial Anak. *Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 1(2), 118–123.
- Hatta, M. (2018). Media Sosial sebagai Sumber keberagaman Alternatif Remaja. *Kajian Dakwah Dan Kemasyarakatan*, 22(1), 1–30.
- Ibdalsyah., Muhyani., & Deni, Z. M. (2019). Media Sosial Dan Pengaruhnya Terhadap Kesadaran Beragama Sebagai Akibat Dari Pola Asuh Orang Tua Dan Peran Guru Di Sekolah. *Jurnal Pendidikan Islam*, 08(02), 397–416.

- Nur, L. C. N., & Afidah, N. (2019, November). Designing Website Learning Media Based Wordpress Application For Senior High School Students. In *Prosiding Seminar Nasional Multidisiplin* (Vol. 2, No. 1, pp. 72-79).
- Raharja, I. F. (2019). Bijak Menggunakan Media Sosial Di Kalangan Pelajar Informasi Dan Transaksi Elektronik. *Pendidikan Informasi*, 6(2), 235–245.
- Saeful, U. M., & Tsaronny, M. A. G. (2017). Pengaruh penggunaan media sosial. *Jurnal Pendidikan Islam*, 6(1), 1–51.
- Tifani, A. A. (2019). The Impact of Social Media Usage on Geography Learning Achievment. *La Geografia*, 17(3), 149–159.
- Yasaroh, R. M. A., Zulfah, M. A., & Hidayatulloh, M. K. Y. (2022). Pengaruh Pemanfaatan Kelas Digital terhadap Prestasi Belajar Siswa di MA Unggulan KH. Abd. Wahab Hasbulloh Tambakberas Jombang. *JoEMS (Journal of Education and Management Studies)*, 5(2), 90-97.
- Zaim, M. (2020). Media Pembelajaran Agama Islam di Era Milenial 4.0. *POTENSIA: Jurnal Kependidikan Islam*, 6(1), 1–17. <https://doi.org/10.24014/potensia.v6i1.9200>
- Zazin, N., & Zaim, M. (2019). Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z. *Proceeding Antasari International Conference*, 1(1), 534–563.