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Islamic Education and Social Media Literacy in Facing the Information Era for Indonesia's Young Generation

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Article Info	Abstract
	This study examined the strategic role of Islamic education in enhancing social media literacy among young generations in the digital age. Using a qualitative approach through library research, the study explored how Islamic education could contribute to developing critical thinking skills, ethical behavior, and responsible use of social media platforms. The findings of the study highlighted three main roles of Islamic education: shaping character and attitudes aligned with Islamic values in social media usage, integrating learning materials on social media ethics, and fostering awareness of the impact of social media on personal development and society. Furthermore, the study identified key strategies for implementing social media literacy in Islamic education, including curriculum integration, utilizing social media as a learning tool, and developing critical thinking skills. The study concluded that Islamic education had significant potential in preparing young generations to face the challenges of the digital era by instilling Islamic principles such as *tabayyun* (verification), *tadabbur* (contemplation), and *tabarruk* (seeking blessings) in their online interactions. This holistic approach was expected to contribute to forming a generation of Muslims who were literate, critical, and responsible in their use of social media.

To Cite this article:

INTRODUCTION

The rapid development of information and communication technology has brought about significant changes in various aspects of life, including in the field of education. One of the most prominent effects is the widespread use of social media among young people. Social media has become an inseparable part of today's adolescent life, serving as a means of communication, sharing information, and self-expression (Suwarno 2023). On the other hand, the lack of adequate social media literacy among the younger generation can lead to various problems, such as the spread of fake news (hoaxes), negative content, and excessive and irresponsible use of social media (Februari et al. 2023). These issues pose a serious threat to the moral, mental, and social development of adolescents.

In this context, the younger generation requires the Islamic education to face the challenges of the digital information era. Strengthening social media literacy based on Islamic values and teachings is expected to shape young people who are wise, critical, and responsible in utilizing social media (Februari et al. 2023).

In today's digital era, young people are confronted with an overwhelming flow of information. They

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grow up in an environment that has been exposed to various social media platforms, such as Facebook, Instagram, TikTok, and others (Utami and Kunci 2021). This exposure has both positive and negative effects on their development. Having adequate social media literacy is crucial for young people to make wise and responsible use of these platforms. However, unfortunately, many adolescents still lack these skills. A survey conducted by (Yuliana et al. 2023), found that only about 50% of students and university students in Indonesia have good digital literacy.

The low social media literacy among young people has contributed to the emergence of various issues, such as the spread of hoaxes, hate speech, cyberbullying, and social media addiction (Gaol 2023). These issues not only negatively affect their personal development but also threaten social cohesion and the stability of society at large. In facing the challenges of the digital era, the role of Islamic education becomes highly strategic. As part of the national education system, Islamic education is responsible for equipping the younger generation with social media literacy based on Islamic values and teachings (Industri 2023). Through the internalization of Islamic principles, adolescents should become more wise, critical, and responsible in utilizing social media.

In addition, Islamic education can integrate materials related to the ethics and etiquette of using social media, as well as an understanding of the positive and negative impacts of excessive social media use (Purnomo et al. n.d.). This effort is expected to help the younger generation develop life skills needed to face the challenges of the digital era. This study aimed to examine the strategic role of Islamic education in enhancing social media literacy among the younger generation, as well as to identify various teaching strategies that can be implemented to prepare them for the challenges of the digital information era.

The rapid development of information and communication technology has transformed the landscape of social interaction and learning among young people. Social media, as a product of the digital revolution, has become integral to the daily lives of adolescents, influencing the way they communicate, learn, and perceive the world. This phenomenon presents new challenges for the education system, particularly Islamic education, in preparing young people to face the complexities of the information era. Social media literacy has become a crucial skill that the younger generation must possess in the digital age. This skill encompasses not only the technical aspects of using social media but also critical, analytical, and ethical thinking in utilizing digital platforms. Islamic education, with its strong foundation in moral and spiritual values, has significant potential to contribute to the development of holistic and ethical social media literacy.

The main challenge in efforts to improve social media literacy among young people is the digital divide between educators and students. Many educators, including Islamic education teachers, still struggle to integrate digital technology and social media understanding into the learning process. This creates a gap between the digital realities faced by students and the learning materials provided in schools. Integrating Islamic values with social media literacy offers a unique approach in addressing the challenges of the digital era. Concepts such as honesty (sidq), trust (amanah), and wisdom (hikmah) in Islam can serve as a strong ethical foundation for the use of social media. Islamic education can play a significant role in internalizing these values into the digital context, helping students understand the ethical implications of their actions in the virtual world.

The development of an Islamic education curriculum that is responsive to the needs of the digital era becomes a strategic step in preparing young people. This curriculum should not only cover traditional religious knowledge but also provide an understanding of digital ethics, critical thinking in handling online information, and the skills to verify information sources. This integration will help students build meaningful connections between religious teachings and the digital realities they encounter daily. Collaboration between Islamic education and other disciplines, such as communication science and information technology, is crucial in developing a comprehensive approach to social media literacy. This interdisciplinary approach can enrich students' perspectives, helping them understand the complexity of the digital ecosystem from various viewpoints, while still adhering to religious values as a moral guide. The role of parents and the community in supporting efforts to improve social media literacy should not be overlooked. Islamic education needs to develop strategies to engage parents and the community in the learning process, creating synergy between formal education in schools and informal education at home. This will help create a supportive environment for the development of social media literacy that aligns with religious and cultural values

Ongoing research on the effectiveness of various approaches in integrating Islamic education with

social media literacy is essential. Empirical studies can provide valuable insights into the most effective strategies for preparing young people to face the challenges of the information era, while maintaining their religious identity and moral values. The results of this study could serve as the foundation for refining curricula and teaching methods in the future.

Based on the background presented, this study aimed to answer two main questions. First, what is the role of Islamic education in improving social media literacy among young people? Second, what learning strategies can be applied in Islamic education to prepare the younger generation for the challenges of the digital information era? This study intended to analyze the strategic role of Islamic education in enhancing social media literacy among the younger generation. In addition, this study seeks to identify various teaching strategies in Islamic education that can be implemented to prepare young people for the challenges of the digital information era.

The results of this study are expected to provide benefits both theoretically and practically. Theoretically, this study could enrich academic studies on the role of Islamic education in social media literacy and efforts to prepare young people for the digital information era. Practically, this study could provide input for education practitioners, especially Islamic education teachers, in designing and implementing effective teaching strategies to improve social media literacy among students.

LITERATURE REVIEW

Islamic Education

Islamic education is a conscious and planned effort to prepare students to recognize, understand, internalize, and believe in Islamic teachings, while also fostering respect for followers of other religions to maintain interfaith harmony and national unity (Purnomo et al. n.d.). In the context of formal education, the objectives of Islamic education include:

1. Nurturing faith through the provision, cultivation, and development of knowledge, understanding, practice, habituation, and experiences of students in relation to Islam, with the aim of developing them into Muslims whose faith and piety toward Allah SWT continuously grow.
2. Shaping Indonesian citizens who are religious, ethical, knowledgeable, diligent in worship, intelligent, productive, honest, just, ethical, disciplined, tolerant (*tasamuh*), and who maintain personal and social harmony, while also promoting religious culture within the school community (Hadi and Tuala 2023).

Social Media Literacy

Social media literacy is the ability to access, analyze, evaluate, and create messages through various forms of digital media, including social media (Anggeraini et al. 2019). This competence encompasses the knowledge, skills, and attitudes necessary for effectively, critically, and responsibly using social media. Several indicators of social media literacy include (Nugraha 2022) 1) Understanding the characteristics and features of social media; 2) The ability to access, analyze, and evaluate social media content; 3) Critical thinking skills in responding to information on social media; 4) The ability to participate and interact on social media ethically and productively; and 5) Awareness of the impact of social media use on oneself and the surrounding environment.

Islamic Education and Social Media Literacy

In the context of young people, strengthening social media literacy through Islamic education becomes increasingly important. This is based on several considerations (Nugraha 2022):

1. Social media has a significant impact on the moral, mental, and behavioral development of adolescents. Therefore, guidance and understanding based on Islamic values are necessary.
2. Islamic teachings promote the wise use of media, such as *tabayyun* (verifying information), *tadabbur* (reflection), and *tabarruk* (seeking benefit). These values need to be internalized through Islamic education.
3. Islamic education can integrate lessons on the ethics of using social media, the positive and negative effects of social media use, and strategies for managing social media responsibly.
4. Islamic education plays a strategic role in shaping character, attitudes, and social media literacy skills that align with Islamic teachings, such as honesty, responsibility, and critical thinking in dealing with digital information.

Thus, the integration of Islamic education and social media literacy can contribute to preparing young people to be wise, critical, and responsible in utilizing social media in the digital age (Cilegon et al. 2023).

METHOD

This study was conducted using a qualitative approach with a library research method. A library research method was chosen because this study intended to gain a deep understanding of the strategic role of Islamic education in enhancing social media literacy among young people, as well as identifying various teaching strategies that can be applied based on relevant literature sources.

The data sources in this study consisted of both primary and secondary sources. Primary data sources included books, scholarly journals, and academic articles that specifically discuss Islamic education, social media literacy, and the relationship between these two topics. Secondary data sources included study reports, policy documents, and statistical data related to social media use among adolescents. Data collection for this study was carried out through a literature study with the following steps:

1. Identification and inventorying of relevant literature sources, including books, scholarly journals, and other online resources.
2. Classification and categorization of literature sources based on themes, topics, and areas of focus that align with the study objectives.
3. In-depth review of the content of literature sources to obtain a comprehensive understanding of the concepts, theories, and findings related to Islamic education and social media literacy.
4. Coding and organization of the data extracted from literature sources using reference management software, such as Zotero or Mendeley.

The data obtained through the literature study were analyzed qualitatively using the following steps 1) Data reduction, which involved the process of selection, focusing attention, simplification, abstraction, and transformation of data gathered from the literature sources. 2) Data presentation, which involved organizing, arranging patterns of relationships, and creating a systematic narrative that is easy to understand. 3) Conclusion drawing and verification, which entailed interpreting the data, finding relationships, patterns, and themes that emerge from the analysis to answer the study questions.

The data analysis was conducted inductively, beginning from specific data in the form of concepts, theories, and findings from previous studies, and then drawing general conclusions that answer the study questions. The entire data analysis process was supported by the use of Atlas.ti software to assist in coding, organizing, and interpreting the data systematically.

RESULTS AND DISCUSSION

The Role of Islamic Education in Enhancing Social Media Literacy

The findings of this study indicated that Islamic education played a strategic role in enhancing social media literacy among young people. At least three key roles can be identified in this context. Islamic education is instrumental in shaping the character and attitudes of young individuals in accordance with Islamic values regarding the use of social media. As stated by (Zalsabella et al. 2023), Islam teaches principles of wise media use, such as *tabayyun* (verifying information), *tadabbur* (reflection), and *tabarruk* (providing benefits). The internalization of these values through Islamic education can assist adolescents in developing a critical, wise, and responsible approach to using social media.

A similar point was emphasized by (Ma, Qur, and Bogor 2023), who stated that one of the indicators of social media literacy was the ability to think critically in addressing information on social media. In this regard, Islamic education could instill this capability by emphasizing the importance of verifying information before believing or sharing it. As Allah SWT says in Surah Al-Hujurat, verse 6: "*O you who have believed, if a disobedient person brings you information, investigate it, lest you harm a people out of ignorance and become regretful for what you have done.*" (Industri 2023) illustrated that Islamic education also plays a role in cultivating a sense of responsibility in social media usage. Islamic teachings stress the importance of using information and communication technologies, including social media, wisely, so as not to harm oneself or others. This aligns with the indicators of social media literacy outlined by (Anshori 2022), which include the ability to participate and interact on social media ethically and productively.

Islamic education could integrate lessons related to the ethics and etiquette of using social media. As stated by (Social, In, and Views 2019), Islamic education could cover topics such as the positive and negative impacts of social media use, strategies for managing social media responsibly, as well as an understanding of rights and obligations in the digital world. Integrating these topics could equip students with the knowledge,

skills, and attitudes needed to become literate social media users. In line with this (Nur 2023) emphasized the importance of focusing on the ethics and etiquette of social media interaction, such as avoiding the spread of false information, hate speech, and other harmful content. An understanding of this aspect is expected to help adolescents use social media more wisely and responsibly.

Furthermore, Islamic education contributed to raising awareness about the impact of social media usage on personal and environmental development. As noted by (Purnomo et al. n.d.), adolescents who grow up in a digital environment from an early age are susceptible to social media addiction, which can negatively affect their psychological, social, and academic well-being.

In this context, Islamic education could foster an understanding of the importance of maintaining a balance between digital life and real-life activities. Islamic teachings encourage followers to always maintain balance and avoid excessive engagement in any activity, including the use of social media (Muhammadiyah et al. 2023). Emphasizing this aspect is expected to help adolescents use social media in a more balanced and proportionate manner.

Strategies for Islamic Education to Enhance Social Media Literacy

In addition to the strategic roles outlined previously, Islamic education could also apply various strategies to enhance social media literacy among young people. At least three main strategies can be implemented. Islamic education could integrate content about social media ethics into the curriculum and teaching materials. As stated by (Ma, Qur, and Bogor 2023), this integration could cover topics such as the principles of social media use in Islam (*tabayyun, tadabbur, tabarruk*), the positive and negative impacts of social media, as well as strategies for managing social media responsibly. This content could be incorporated through various approaches, such as examining Quranic verses and Hadiths related to media use, analyzing cases of social media misuse, and discussing best practices for using social media wisely. Additionally, student-centered methods like project-based learning (PBL) or problem-based learning (PBL) could be used, enabling students to actively engage in understanding and practicing social media literacy.

Furthermore, Islamic education could make use of social media as a learning tool. As noted by (Abute et al. n.d.), using social media in education could help students develop 21st-century skills, such as critical thinking, creativity, communication, and collaboration. Furthermore, utilizing social media in education could deepen students' understanding of social media's characteristics and features, as well as how to use it effectively and responsibly. In this case, Islamic education teachers could design learning activities that utilize social media platforms, such as creating educational content on Instagram, conducting discussions in online forums, or collaborating on projects via instant messaging applications. Through firsthand experience using social media for educational purposes, students are expected to gain a more comprehensive understanding of social media literacy.

Islamic education could integrate the development of critical thinking skills as part of efforts to improve social media literacy. As mentioned by (Ma, Qur, and Bogor 2023), one of the indicators of social media literacy is the ability to analyze and evaluate information received from social media. In this context, Islamic education could train students to think critically through various activities, such as analyzing social media content from an Islamic perspective, evaluating the credibility of information sources, and comparing and considering different perspectives on current issues in social media. By doing so, it is expected that students will acquire the necessary critical thinking skills to become literate and wise social media users.

In addition to the three main strategies, Islamic education could also integrate the development of other digital skills, such as internet ethics, digital identity management, and privacy protection. These efforts contribute to a holistic approach in enhancing social media literacy among the younger generation (JurnalRobbayana_KhoirulAdib n.d.), reflecting care for others and society's needs (Nurdiyanti, Prasetyo, and Hasanah 2022).

The study also found that Islamic education could play a significant role in developing students' ability to filter content on social media. According to (Putra Perssela, Mahendra, and Rahmadianti 2022), the ability to filter information is a key skill in digital literacy. In this regard, Islamic education could equip students with an understanding of content that aligns with Islamic values and content that does not. For example, students can be taught to recognize and avoid content that contains elements of pornography, violence, or hate speech, all of which contradict Islamic teachings on good character. Furthermore, the study revealed that Islamic education also played an important role in instilling the concept of *amanah* (trustworthiness) in social media

usage. As explained by Al-Ghazali in *Ihya 'Ulumuddin, amanah* is one of the noble traits that a Muslim must possess (16193-Research Instrument-43159-1-10-20200930 n.d.). In the context of social media, the concept of *amanah* can be applied in the form of responsibility for the information shared, safeguarding one's own and others' privacy, and using social media platforms for beneficial purposes that do not harm others

Another important aspect to consider is the role of Islamic education in developing visual literacy on social media. According to (Ayu and Astuti 2017), visual literacy refers to the ability to understand and interpret visual messages, which are becoming increasingly dominant in the digital era. In Islamic education, teachers could integrate the analysis of images, memes, or infographics circulating on social media from an Islamic perspective. This approach helped students develop the ability to understand and critically respond to visual messages in alignment with Islamic values. This study also found that Islamic education was able to develop digital storytelling skills that align with Islamic values. Digital storytelling, as described by (Aprianti et al. 2021), refers to the practice of telling stories using digital media, which is increasingly popular among the younger generation. In this context, Islamic education could encourage students to create positive content on social media, such as inspiring stories from Islamic history or personal reflections on the application of Islamic values in everyday life. This practice not only hones students' digital skills but also helps them become responsible content producers on social media.

Furthermore, Islamic education could also play a role in developing an understanding of communication ethics on social media. As explained by (Dosa, Dan, and Jariyah 2023), Islam has a concept of *adab* (etiquette) in communication, which can be applied in the context of social media. For example, the principles of *qaulan kariman* (noble words), *qaulan ma'rufan* (good words), and *qaulan layyinan* (gentle words) can serve as guidelines for interaction on social media. Islamic education could help students understand and apply these principles in their online activities, fostering more respectful and ethical communication in the digital space. Another significant aspect identified in this study is the role of Islamic education in raising awareness of the concept of digital footprints. According to (Enrekang and Parepare 2018), digital footprints refer to the digital traces left by individuals as they engage in online activities. In this context, Islamic education could emphasize the importance of maintaining a positive digital reputation in accordance with Islamic values. Students are taught to understand that every action they take on social media can have long-term consequences, both for themselves and others.

The study also revealed the importance of Islamic education in fostering an understanding of privacy concepts in Islam and their application on social media. As explained by (Yulianti et al. 2023), Islam has a strong concept of protecting individual privacy. In the context of social media, Islamic education could help students understand the boundaries of sharing personal information, respecting others' privacy, and safeguarding confidential information entrusted to them. Additionally, the study highlighted the role of Islamic education in developing awareness of social media's potential as a platform for digital *da'wah* (Islamic outreach). According to (Jurnal et al. 2023), social media opens new opportunities for spreading Islamic values more widely and effectively. In this regard, Islamic education could encourage students to utilize social media as a platform to share Islamic knowledge, promote good deeds, and serve as role models in their online behavior. However, students also need to be equipped with an understanding of ethical principles and effective *da'wah* strategies that align with the unique characteristics of social media platforms.

CONCLUSION

Islamic education played a strategic role in enhancing social media literacy among young people. Through the internalization of Islamic values such as *tabayyun, tadabbur*, and *tabarruk*, Islamic education could shape the character and attitudes necessary for the wise and responsible use of social media. The integration of educational materials related to ethics and manners in using social media, along with developing awareness of its impacts, is crucial in preparing the younger generation to face the challenges of the digital era. Strategies that can be applied include integrating social media ethics into the curriculum, utilizing social media as a learning tool, and developing critical thinking skills. With this holistic approach, Islamic education is expected to contribute significantly to shaping a literate, critical, and responsible generation in utilizing social media. Islamic education is essential in developing students' ability to filter and analyze the information they receive through social media. By teaching the principle of *tabayyun*, students are trained not to trust and spread information without verifying it first. This is particularly crucial in the post-truth era, where hoaxes and misinformation pose a serious threat to social cohesion. Furthermore, Islamic education also plays a role in

instilling awareness of moral and social responsibility in social media use. Students are taught that every action they take online, from sharing posts to commenting, has real consequences and can affect others. By understanding the concept of *amanah* (trustworthiness) in Islam, students are expected to use social media not only for personal interests but also to benefit the wider community. This approach not only enhances social media literacy but also shapes young people into individuals with high integrity and social responsibility in their digital interactions.

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