



Social Media-Based Islamic Religious Education Learning Media Design in Grade VII of Islamic Junior High School At-Tanwir Indonesia

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This study aims to design social media-based Islamic Religious Education learning media, as well as identify its strengths and weaknesses in improving the effectiveness of learning in grade VII of At-Tanwir Islamic Junior High School. This research uses the R&D method and ADDIE model. The results of this design show the advantages and disadvantages of the developed media. The media developed is in the form of a *@paikratif* TikTok learning account. This media is still in the form of a design and has not been implemented and evaluated directly. Furthermore, further research is needed to test the effectiveness of this media in the context of Islamic Religious Education learning in the digital era.

INTRODUCTION

Islamic Religious Education has a very important role in shaping the character and morals of students. Islamic Religious Education is a learning carried out by educators or educational institutions to provide material about Islam to students in order to know more about Islam, both in terms of academic materials and practices that can be done daily (Syafrin et al., 2023). Islamic Religious Education can also be interpreted as an effort made by adults or educators for students through a systematic learning process in order to have faith and understanding of the correct Islamic teachings in accordance with the goals of Islamic Religious Education (Winata et al., 2021). However, in its implementation, Islamic Religious Education learning faces various challenges that affect the effectiveness of material delivery and students' understanding, especially in today's digital era (Prayetno, 2025).

In the current era of technological development, various obstacles and challenges in learning arise. Based on research conducted by Prayetno it shows that the main challenge in learning Islamic Religious Education in this all-digital technological era is the low motivation of students to learn due to digital disruptions, which are also caused by distractions from social media (Prayetno, 2025). The rapid development of information and communication technology has brought significant changes in various aspects of life, especially in the world of education. One of the impacts is the emergence of various digital media such as social media. Zazin & Zaim in their research revealed that the current generation (Generation Z) is very familiar with social media, with this social media is a learning medium for Islamic Religious Education that is relevant to be used in educating Generation Z (Zazin & Zaim, 2018).

In the era of technological and information advancement that occurs today, there is a demand for innovation in learning, namely by utilizing technological and information advances as best as possible by educators (Nurdin, 2016). One of them is by taking advantage of the presence of social media. Based on her research, Yulianti revealed that the use of social media has been proven to help the learning process among the younger generation. This is because social media can be an effective and relevant learning medium for learning Islamic Religious Education in the digital era, namely with the right approach, social media is able to attract the interest, understanding, and involvement of the younger generation in learning Islamic Religious Education (Yulianti et al., 2024).

Based on the above background, this study has the following problem formulation: 1) How is the design of social media-based Islamic Religious Education learning media in grade VII of At-Tanwir Islamic Junior High School? 2) What are the advantages and disadvantages of the design of social media-based Islamic Religious Education learning media in grade VII of Islamic Junior High School At-Tanwir? This study aims to: 1) Design social media-based Islamic Religious Education learning media in grade VII of Islamic Junior High School At-Tanwir. 2) Identify the advantages and disadvantages of the design of social media-based Islamic Religious Education learning media in grade VII of Islamic Junior High School At-Tanwir.

In this study, Islamic Religious Education learning media based on social media was designed using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. Design is carried out through two stages, namely 1) Analysis, which is identifying the needs of PAI learning and the obstacles faced. 2) Design, namely designing the concept of social media-based PAI learning media.

LITERATURE REVIEW

Definition of Learning Media

Media comes from Latin "Medium" which means an intermediary between the source of the message and the recipient of the message. In learning activities, the media can be said to be a tool or the like that is used as a messenger (Rohani, 2020). Learning media can also be interpreted as a tool used by teachers/educators in delivering subject matter with the aim that students are able and easy to easily understand the learning to achieve the main learning goals (Zazin & Zaim, 2018).

Learning media have at least 5 components. These components include: 1) as an intermediary of messages or materials in the learning process. 2) as a learning resource, 3) as a tool to stimulate students' motivation in learning, 4) as an effective tool to achieve complete and meaningful learning outcomes, 5) a tool to acquire and improve skills (Hasan et al., 2021).

Social Media in Learning

Social media is a means of communication that allows individuals to share content, build interactions, and regulate the extent to which their identity is displayed, both in a limited way and to the public. Various Social media platforms continue to evolve in terms of quality and quantity, which has the potential to be used as a learning medium (Pujiono, 2021).

Social media has characteristics that are not much different from the media Cyber. Some of these characteristics include: Networking, information, archives, interactions, social simulations, and content by users (Harahap et al., 2024). Social media in the modern era has a great influence on society, especially students. In the implementation of learning, it is recommended for educators to use interesting teaching media so that students are more interested and motivated in participating in learning activities (Yulianti et al., 2024). The use of social media in learning can further improve the quality of learning if used as much as possible (Rahman et al., 2023).

Islamic Religious Education learning today often faces challenges in increasing the learning motivation of students who are affected by digital distractions, especially distractions from social media (Prayetno, 2025). With social media it is one of the solutions that supports the learning process and can be used as a means of learning inside and outside the classroom (Yulianti et al., 2024). Social media has a positive impact on the world of education. The impact as expressed by Harahap et al. is as follows: simplifying the learning process, facilitating interaction with others, increasing insights, making it easier to get subject matter, eliminating student fatigue, and making it easier for students to gain religious knowledge (Harahap et al., 2024).

The results of the research conducted by Pujiono revealed that the use of social media in learning is very relevant for today's generation (Pujiono, 2021). This is because the current generation is very familiar with social media in their daily lives. So here, as educators, we must think creatively in creating learning media that is in accordance with the times. In this study, the social media used in designing learning media design is TikTok.

The Essence and Principles of Social Media-based Learning

In essence, social media-based learning is the use of social media in the learning process by making the best use of social media to achieve educational goals (Nasution, 2020). In addition, Nasution also explained that the use of social media in learning must be designed as well as possible and equipped with learning steps that have been prepared so that it can run according to the learning plan (Nasution, 2020).

Social Media Applications That Can Be Used as Learning Media

Based on previous research, it shows that one of the social media platforms that can be used as a learning medium is TikTok and Instagram. Social media TikTok and Instagram have been proven to be able to increase students' motivation to learn; this can be seen from the behavior of students who are worried about other students who have better achievements than they do (Widarti et al., 2024).

Theoretical Foundations in the Development of Social Media-Based Learning Media

a. Technological Pedagogical and Content Knowledge (TPACK)

TPACK refers to things that teachers must understand regarding integration in the context of learning (Scott, 2020). TPACK is a knowledge framework consisting of Technological Knowledge, Pedagogical Knowledge Content Knowledge (Ajizah & Huda, 2020). Next, Ajizah & Huda (2020) in their research stated that by mastering TPACK, teachers of Islamic Religious Education can present innovative, creative, and effective learning in the classroom that which makes it easier for students to understand ongoing learning.

In the context of learning Islamic Religious Education based on social media, educators and learners refer to Technology Knowledge, namely, knowledge in utilizing information and communication technology. Deep Technology Knowledge. It covers the use of several technologies, which include: knowledge of the use of technology, knowledge of the skills required by teachers in operating certain technologies, and a basic understanding of the use of information technology to help and facilitate in achieving the goal of communicating and solving certain tasks (Ajizah & Huda, 2020)

b. Constructivism

The theory of Constructivism is a theory first developed by Jean Piaget, which emphasizes that knowledge comes from learning activities determined by learners and is oriented towards discovery or experience. Constructivist theory emphasizes the active role of learners in shaping their own understanding of the material being studied by seeking information, interpreting it, and relating it to experiences they have had before (Suryana et al., 2022). Learning with social media-based constructivism theory can be done

through several steps. These steps include: 1) activating knowledge, namely the activation of existing knowledge; 2) acquiring knowledge, i.e. the acquisition of new knowledge; 3) understanding knowledge, namely in the understanding of new knowledge in understanding, investigating, and testing the new knowledge; 4) applying knowledge, namely applying the knowledge and experience gained; 5) reflecting On knowledge, namely reflecting on the learning that has been carried out (Azizah & Sa'adah, 2021).

Previous Research on Social Media-Based Islamic Religious Education (PAI) Learning Media

- Sirait & Nasution (2024), their research shows that TikTok can be used to clarify abstract concepts through graphic, audio, and audio-visual media.
- Lidra & Sebayang (2023) show that the use of TikTok-based learning media provides significant benefits in increasing the attractiveness, interactivity, creativity, collaboration, and independent learning of students.
- Ruslan Afendi et al. (2023) found that the use of the TikTok application, with its ease of use and diverse functions, can be useful as a means in an innovative and interactive learning process.

Based on the studies in the previous research above, social media-based learning media in the form of TikTok is proven and has the potential as an interactive and innovative learning medium. This platform is able to clarify abstract concepts and increase students' interest, creativity, collaboration, and learning independence, so it is very relevant to support the learning of Islamic Religious Education in the digital era.

METHODOLOGY

This research uses the R&D (Research and Development) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This research uses two stages of the ADDIE model, namely analysis and design. This research was conducted at At-Tanwir Islamic Junior High School, Lamandau Regency, Indonesia. The object of this research is the learning media of Islamic Religious Education developed in the form of a TikTok account @paikreatif. Meanwhile, the subjects of this study are grade VII students as the target of @paikreatif learning media users.

RESULT AND DISCUSSION

Analysis of Needs and Problems in Islamic Religious Education (PAI) Learning

Learning Islamic Religious Education in this era often faces various challenges. Based on literature studies and observations, several problems in learning Islamic Religious Education were found that were the basis for the design of this media:

First, low motivation to learn from students due to digital disruptions, which are also caused by distractions from social media (Prayetno, 2025). So that students have difficulty in understanding and focusing on learning.

Second, the lack of mastery of technology for educators so that they are lagging behind, and learning Islamic Religious Education is becoming increasingly obsolete. Therefore, it is necessary to update and innovate in accordance with the development of the times (Aziz & Zakir, 2022).

Third, Islamic Religious Education learning in the digital era today is faced with the challenge of ensuring the authenticity and reliability of the content conveyed through digital media (Hajri, 2023). Therefore, it is necessary to supervise educators to ensure that the material delivered through digital technology is accurate and truthful.

Based on these problems and needs, the design of social media-based Islamic Religious Education learning media is considered the right solution to increase the effectiveness and involvement of students in the learning process.

Media Name and Type

The media designed in this study was named "*@paikreatif*". This media is an interactive media based on TikTok social media that allows students to learn Islamic Religious Education materials through video content presented on the TikTok account named "*@paikreatif*".

By using this media, students can access videos through their respective mobile devices. The material presented in TikTok video content can be accessed anywhere and anytime. Both during learning in the classroom and outside school hours.

Media Specifications

The media *@paikreatif* was designed using the TikTok platform with the following specifications: This application is based on Android and iOS, which can be downloaded through the Google Play Store and APP Store, which can be accessed through mobile devices, tablets, or smartphones. This media has several features that can be used in the design of this media as follows:

- 1) The short video feature, with feature can present Islamic Religious Education material in a short, concise, and interesting manner in a duration of 15 seconds to 3 minutes.
- 2) The duet and stitch feature, with feature can be used for teacher and student collaboration. In this feature, it can display videos of teachers and students side by side, as well as respond to the video material.
- 3) Video comment feature, here students can respond to the material presented through the comment column.
- 4) Challenge feature, with hashtags, which is to encourage student participation
- 5) The caption feature, through which teachers can provide additional explanations under the video.

How to Use Media

The steps to use *@paikreatif* media are as follows: For teachers: 1) teachers must design the content of the material according to the teaching module, then the content is packaged in a short video of up to 3 minutes in length. 2) Teachers upload material content on TikTok accounts *@paikreatif*. 3) Students are asked to watch material videos and provide responses through several selectable features. 4) Teachers conduct evaluations and reflections in the classroom.

For students: 1) Students can download the TikTok application on the Google Play Store and APP Store, then create a TikTok account. 2) Students access videos and follow *@paikreatif* accounts so they don't miss the latest material content. 3) Students watch material videos. 4) Students interact/respond through the comment column, and can also provide responses through the Duet & Stitch feature. 5) Students follow the challenge given by the teacher. 6) Students fill in the reflections given by the teacher.

Innovative Aspects of Media

The TikTok-based Islamic Religious Education learning media through the *@paikreatif* account has a number of innovative aspects that make it superior as a means of education in the digital era. The main innovation lies in the use of popular social media platforms that are familiar to students' daily lives, so that the learning process becomes more relevant, fun, and accessible. TikTok allows teachers to deliver material visually, audio, and interactively in a short video format that attracts attention. The collaborative aspect is also an innovative strength of this media, because students are not only recipients of information, but can also play an active role as content creators through duet, stitch, and challenge features. In addition, this media supports the strengthening of Islamic character through a communicative, participatory, and appropriate approach to the learning style of Generation Z. The combination of religious values and modern technology is what makes this media an innovative breakthrough in Islamic Religious Education learning.

Analysis of the Advantages of *@paikreatif* Media

Advantages of media *@paikreatif*. It is proven in previous studies that show that, First, TikTok can be used to clarify abstract concepts through graphic, audio, and audio-visual media (Sirait & Nasution, 2024). Second provides significant benefits in increasing students' attractiveness, interactivity, creativity, collaboration, and independent learning (Lidra & Sebayang, 2023). Third, it can be useful as a means in an innovative and interactive learning process (Ruslan Afendi et al., 2023).

Analysis of the Weaknesses of *@paikreatif* Media

The use of TikTok as a learning medium requires a stable internet connection and adequate devices, which can be an obstacle for students in areas with limited access to technology. The potential for distraction is also quite high because TikTok is an entertainment platform that presents a variety of irrelevant content that can interfere with students' focus on learning. If not properly supervised, this media is also at risk of being misused by students to create or access content that is not in accordance with the values of education and Islam. Therefore, mentoring and supervision from teachers, as well as the provision of digital ethics to students, are very important.

Research Results

The results of this design show the advantages and disadvantages of this medium. The advantages of this media are (1) able to clarify abstract concepts through graphic, audio, and audio-visual media, (2) provide significant benefits in attracting the attraction, creativity, collaboration, and independence of students' learning, (3) being useful as an innovative and interactive learning

tool. The weakness of this media is the limited internet connection for students in areas with limited access to technology, the potential for social media distractions that can interfere with learning focus, and the risk of misuse if not properly supervised.

CONCLUSIONS AND RECOMMENDATIONS

This study succeeded in designing a social media-based learning media using the TikTok application, which is named *@paikreatif*. Based on a needs analysis, this media is designed to address key challenges in learning Islamic Religious Education in the digital era.

Through this social media-based learning media, students are able to take advantage of the development of social media for learning purposes. This is expected to eliminate distractions from social media, as well as digital distractions that plague students.

In designing this media, there are several advantages, such as improving learning to be more innovative and interactive. Another advantage is to attract students' interest and interest in participating in learning, as well as clarifying abstract concepts through graphics, audio, and audio-video.

On the other hand, TikTok's social media-based *@paikreatif* learning media also has several weaknesses. These disadvantages include; requires a stable internet connection and adequate devices, which can be an obstacle for students in areas with limited access to technology, as well as prone to abuse if not properly supervised by teachers/educators.

Overall, this *@paikreatif* media has great potential to maximize the learning of Islamic Religious Education by utilizing the development of social media. With further experience and improvement, this media can be an innovative solution to improve the quality of Islamic Religious Education learning.

FURTHER STUDY

This research has limitations, so further research on this topic is still needed.

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