The Role of Islamic Values in Social Media Ethics of Medan Railway Women's Foundation Vocational School Teenagers
Peran Nilai-Nilai Islam Terhadap Etika Bermedia Sosial Remaja SMK Yayasan Wanita Kereta Api Medan

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A R T I C L E   I N F O

About Article

A B S T R A K

Media sosial telah menjadi bagian integral dalam kehidupan remaja, termasuk dalam konteks pendidikan islam. Meskipun platform digital menawarkan kemudahan dalam berkomunikasi dan mengakses informasi, penggunaannya yang tidak bijak berpotensi menimbulkan dampak negatif, seperti penyebaran ujaran kebencian, hoaks, hingga pengaruh gaya hidup yang bertentangan dengan nilai agama dan budaya. Penelitian ini menyoroti peran guru Pendidikan Agama Islam dalam membimbing siswa memahami adab dan etika Islam di dunia digital, menekankan pentingnya kesantunan, bertutur sopan, serta selektif dalam menyaring informasi. Guru menggunakan pendekatan praktis dengan studi kasus nyata, memberikan contoh perilaku positif dan negatif di media sosial, sehingga siswa dapat memahami konsekuensi dari setiap tindakan digital. Selain itu, kolaborasi antara guru dan orang tua menjadi faktor kunci dalam membentuk karakter Islami yang moderat, menumbuhkan rasa percaya diri, tanggung jawab, serta motivasi belajar. Pemanfaatan media sosial secara interaktif, seperti melalui video, kuis, forum diskusi, dan tutorial, juga mendorong siswa belajar secara kreatif, kritis, dan partisipatif. Dengan pendekatan yang tepat, media sosial tidak hanya menjadi sarana hiburan atau komunikasi, tetapi juga berfungsi sebagai alat strategis untuk menanamkan nilai agama, membangun literasi digital, serta meneguhkan karakter Islami yang berakhlak mulia, bertanggung jawab, dan moderat di era digital..

A B S T R A C T

Social media has become an integral part of adolescents' lives, including in the context of Islamic education. While digital platforms offer easy communication and access to information, their unwise use has the potential to have negative impacts, such as the spread of hate speech, hoaxes, and the influence of lifestyles that conflict with religious and cultural values. This study highlights the role of Islamic Religious Education teachers in guiding students to understand Islamic etiquette and ethics in the digital world, emphasizing the importance of politeness, polite speech, and selective information filtering. Teachers use a practical approach with real-life case studies, providing examples of positive and negative behavior on social media, so students can understand the consequences of every digital action. Furthermore, collaboration between teachers and parents is a key factor in shaping moderate Islamic character, fostering self-confidence, responsibility, and motivation to learn. Interactive use of social media, such as through videos, quizzes, discussion forums, and tutorials, also encourages students to learn creatively, critically, and participatively. With the right approach, social media can become not only a means of entertainment or communication, but also a strategic tool for instilling religious values, building digital literacy, and strengthening Islamic character that is noble, responsible, and moderate in the digital era.

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1. INTRODUCTION

In today's era of globalization, the development of information technology has progressed very rapidly. The delivery of messages and information has become easier, faster, and more practical through the use of smartphones connected to the internet and various social media platforms. Social media has now become the main medium for society to interact and communicate. However, many users pay little attention to ethics in using social media, and some even misuse it, resulting in negative impacts. The rise of moral and ethical violations poses both a challenge and a threat in communication, especially in the digital space. In fact, Islam strongly emphasizes the importance of manners and ethics in every activity, whether directly or through social media. These values aim to create comfort and harmony in social life. Therefore, as Muslims, we are required to uphold ethics and manners in communication, both face-to-face and online, as has been regulated in the Qur'an and the Sunnah.

The learning system is based on Islamic teachings and values, which are integrated into every educational activity. The main goal is to shape students into individuals who are characterized, moral, and spiritually profound. This educational orientation is not only directed toward mastering general knowledge but also gives great attention to a comprehensive understanding of Islamic teachings derived from the Qur'an, Hadith, and the principles of Sharia. Through this approach, Islamic education does not merely develop intellectual aspects but also instills moral values, thereby producing a generation that is knowledgeable, faithful, and possesses a personality in accordance with Islamic guidance (Nazmeen, 2024).

Most students at SMK Yayasan Wanita Kereta Api Medan actively use social media in their daily lives. Almost every student owns a personal smartphone and uses various applications such as WhatsApp, Instagram, and TikTok as media for communication, entertainment, and information sharing. The high intensity of social media use affects students' ways of thinking, attitudes, and behavior, especially in terms of interaction ethics (Wellyana et al., 2022). Nevertheless, there are still cases of unwise social media use, such as impolite language or the habit of spreading information without first verifying its truth. This condition shows the urgent need for serious attention to how far Islamic values taught in schools are truly able to shape students' awareness, attitudes, and ethics in digital activities. Thus, the consistent application of the values of faith (iman), excellence (ihsan), and Islam is very important so that students can develop noble character, independence, politeness, resilience, friendliness, and the ability to position themselves appropriately within their environment, both in the real world and on social media (Jaenudin et al., 2024)..

2. METHOD

This study employs a descriptive qualitative approach with the aim of gaining an in-depth understanding of how the implementation of Islamic manners (adab) and digital ethics by Islamic Religious Education (PAI) teachers influences students' behavior, character, and attitudes in using social media. The research subjects consist of students at SMK Yayasan Wanita Kereta Api Medan, PAI teachers, and several parents as additional informants.

Data were collected through in-depth interviews, participatory observation, and documentation of PAI learning activities that utilize social media as an educational tool. The interviews focused on students' experiences in applying Islamic manners and ethics in the digital sphere, teachers' strategies in guiding students, and parents' views on their children's behavior on social media. Observations were conducted to examine student interactions in digital-based learning activities, the use of interactive content, and the application of Islamic values in their online activities. Documentation included learning notes, screenshots of educational social media activities, and learning materials provided by teachers.

Data analysis was carried out using data reduction, data display, and inductive conclusion drawing, with data triangulation from various sources to ensure the validity and credibility of the findings. This research also observed research ethics, including maintaining the confidentiality of respondents' identities and obtaining permission from the school and students' parents.

The results of this study are expected to provide a comprehensive overview of the effectiveness of PAI teachers' guidance in instilling Islamic manners, shaping moderate Islamic character, and guiding students toward wise and responsible use of social media, as well as serving as a reference for the development of digital-based PAI learning strategies in the modern era.

3. RESULT AND DISCUSSION

According to one of the female students of SMK Yayasan Wanita Kereta Api Medan, Islam places great emphasis on the application of manners or ethics in every aspect of life, encompassing daily behavior, patterns of interaction, and ways of communicating both directly and through digital media. Although social media is a modern phenomenon that was unknown during the early period of Islam, the values of adab remain relevant and are even more necessary in its use. Islamic adab emphasizes the importance of maintaining politeness, speaking respectfully, avoiding hate speech, and being careful in conveying information. In the context of social media, this becomes very important considering the vast flow of information that is often unverified, as well as the tendency of some users to use harsh or offensive language. Through the application of Islamic adab, students are expected to be wiser, more selective, and responsible, so that their digital activities are not merely for entertainment or communication, but also reflect good morals. This understanding aligns with the values of religious moderation, such as awasuth, which demands balance in living life to avoid falling into extremism; i'tidal, which emphasizes fairness, objectivity, and proportionality in respecting both personal and others' rights; tasamuh, which teaches respect for differences in ethnicity, religion, race, and intergroup relations, as well as openness to truth from anyone; and syura, which fosters a culture of deliberation to make decisions by consensus. In addition, the value of ishlah encourages every individual to improve conditions and prioritize the common good, qudwah emphasizes exemplary behavior through good role models, muwathanah teaches love for the homeland by maintaining national unity, la'unf affirms an anti-violence stance for the sake of peace, and i'tiraf al-'urf teaches respect for traditions and local wisdom as long as they do not contradict Islamic law. All of these values strengthen the orientation that adolescents should not only be active on social media, but also use digital space as a means of spreading goodness, maintaining harmony, respecting differences, and reinforcing moderate character amid diversity. (Salamudin & Nuralamin, 2024)

Teachers in today's digital era hold a very important role in shaping students' character, especially because technological development and social media bring new challenges, including the potential moral decline among teenagers. The millennial generation, who are not wise in using technology or filtering positive information, become a challenge in itself for teachers in instilling ethical and moral values. According to Mrs. Evi, a teacher of Islamic Religious Education, in guiding students regarding awareness of digital ethics, the first step taken is to provide basic understanding of adab and Islamic values that are relevant to online behavior. She emphasizes the importance of speaking politely, respecting others, and being careful before sharing information in order to avoid spreading hoaxes or hate speech. In addition, Mrs. Evi presents real examples from social media, both positive and negative, so that students can understand the impacts and consequences of their digital actions. Through this approach, teachers can shape students' character more effectively, equip them with practical skills in interacting ethically in the digital world, and instill awareness of the importance of responsibility and moderation in using technology. (Prof & Zuhri, 2024)

The impact of negative behavior on social media does not stop in the virtual world, but also spills over to real life among teenagers, who are the largest users of social media, where they are often influenced by various trends that contradict religious and cultural values, such as the increasing cases of drug abuse, promiscuity, as well as the emergence of lifestyles that normalize revealing clothing without considering the principles of modesty and religious ethics. This shows that social media has great power in shaping the behavior of the younger generation, both positively and negatively, and if its negative side is not immediately anticipated, there will be a systematic moral decline that could erode the nation's noble values, posing a serious threat to the continuity of civilization. In fact, Indonesia itself often becomes a global concern due to the spread of social problems originating from the adverse effects of social media. Therefore, awareness of the importance of ethics, morals, and responsibility in using social media becomes urgent, especially among students and teenagers. Continuous education on the negative impacts of digital behavior is needed so that they are able to filter information, act wisely in interactions, and not be easily influenced by harmful trends. In this regard, Islamic Religious Education plays a very important role, because it is not only limited to providing understanding of creed and worship, but is also directed at shaping Islamic personality with noble character by instilling moral values, fostering mutual respect, cultivating responsibility, and implementing religious principles in daily life, including when engaging in digital spaces. Thus, Islamic Religious Education can serve as a moral safeguard and a concrete solution in facing ethical degradation caused by the negative influence of social media, so that the younger generation can grow into individuals who are virtuous, moderate, and capable of maintaining harmony in social and national life. (Al-Asy'ari, 2023)

Currently, social media has become a highly potential medium for supporting the teaching of Islamic Religious Education (PAI) and instilling religious values in students because these platforms allow the delivery of materials in various formats, such as text, images, audio, and video, thereby providing ease for students in understanding and internalizing Islamic teachings more comprehensively. Social media also facilitates interaction among students through discussion forums, quizzes, polls, and various other interactive features, enabling them to share understanding, discuss religious concepts, and learn from one another, thereby enriching learning experiences, enhancing comprehension, and fostering critical thinking, creativity, as well as effective communication skills in the digital era. However, the use of social media also carries risks if not managed wisely, since students who spend too much time on digital platforms tend to experience distraction, loss of study focus, and a decline in their learning quality. The ease and practicality of accessing social media can tempt students to excessively spend time on entertainment or less productive activities, negatively affecting study discipline and academic achievement. Therefore, it is important for teachers and parents to guide students in using social media wisely, selecting educational content, and setting healthy time limits for its use. Furthermore, the aspect of ethics in communicating on social media is also crucial, as students must be taught to interact politely, respect differences of opinion, avoid spreading unverified information, and refrain from distributing hate speech or harmful content. The application of these ethical principles not only creates a conducive and safe learning environment but also shapes Islamic character with noble morals, responsibility, and moderation in using social media. Teachers hold a strategic role in providing concrete examples, guiding students through real-life social media case studies, and emphasizing the consequences of each digital action, so that students can understand the positive and negative impacts of their online activities. With the right approach, social media can become an effective tool to instill religious values and develop PAI learning interactively, as this medium allows teachers and students to build learning experiences that are more dynamic, engaging, and aligned with the character of the millennial generation accustomed to technology. The combination of wise social media use, the application of Islamic adab, and systematic teacher guidance can encourage students to become a generation that is not only intellectually smart but also emotionally and morally mature, so that social media does not only function as a means of communication or entertainment, but also as a platform to foster religious awareness, shape Islamic character, and strengthen digital ethics amid the rapid and massive flow of information. (Purnomo et al., 2024) Through PAI learning, students are guided to understand Islamic teachings more deeply, both the principles and practices that form the foundation of their faith, while also internalizing religious values as an essential part of Islamic identity. (Nabila et al., 2023)

Teachers have deeper insight into students' behavior and academic achievements at school. Through exchanging information and experiences, teachers and parents gain a more comprehensive understanding of students' needs and abilities, allowing for the application of more appropriate strategies to increase learning interest. Parental involvement in children's education also helps boost students' motivation, while smooth communication between teachers and parents facilitates early identification and handling of problems. Learning difficulties, lack of motivation, or behavioral issues can be addressed more quickly when teachers and parents work together. For example, when teachers notice a decline in student performance, they can discuss with parents to identify the cause and jointly formulate follow-up steps. Students who feel supported and appreciated tend to have higher confidence and learning motivation. This is crucial, since elementary school students are not yet fully capable of self-regulation, making parental roles highly influential in their school behavior. Teachers who provide praise and encouragement enhance students' confidence, while emotional support from parents at home reinforces these positive effects. Parental involvement also helps teachers adjust their teaching methods. By understanding students' backgrounds, interests, and learning styles from parents' perspectives, teachers can design more suitable activities, including adjustments in teaching materials, methods, or tools to meet individual needs. Moreover, collaboration between teachers and parents strengthens students' social relationships, connecting the school and home environments, as well as providing opportunities for students to interact and collaborate with peers in a supportive environment. This collaboration ensures that each student receives the necessary support to reach their maximum potential, both academically and emotionally. Students' learning interest is influenced not only by classroom activities but also by the support they receive at home, making a strong partnership between teachers and parents an essential step in improving students' motivation and learning outcomes. (Dwiyano Putri et al., 2024)

Currently, social media presents significant opportunities for Islamic education management because it allows educational institutions to reach a wide audience without geographical limitations, enabling institutions to disseminate learning materials more effectively, organize interactive discussions,

and build networks with relevant global communities. Digital platforms can also be utilized to enhance student participation and engagement in the teaching and learning process, as the delivery of interesting and interactive content, such as videos, infographics, online quizzes, and tutorials, can boost students' motivation, interest, and understanding of religious material. For instance, the use of YouTube to broadcast sermons, book discussions, or worship tutorials can make learning more accessible, engaging, and dynamic, allowing students to learn in a more modern and enjoyable way. For this social media utilization to be effective, Islamic education management must ensure that all digital content and activities provided align with Islamic values, reflect proper ethics, and guide both students and educators in applying digital ethics so that online interactions remain conducive, moral, and reflective of a moderate Islamic character. (Yogi Listiana, 2025) With this approach, social media does not only serve as a means of communication or entertainment but can also function as a strategic tool to strengthen learning, instill religious values, build digital literacy, and encourage students to become responsible individuals who are critical in filtering information.

Deviant behavior refers to all actions that go against the prevailing norms in a society's social system. Deviant behavior is defined as an act carried out by an individual or several members of society, consciously or unconsciously, that contradicts the agreed-upon norms and rules, whether or not it results in victims. Deviant behavior that causes victims can be categorized as crimes, violations, and delinquency. Meanwhile, deviant behavior that does not cause direct victims is called deviation, in which the victim is oneself. Howard S. Becker, a renowned sociologist, also contributed significantly to the study of deviant behavior. According to Becker, deviant behavior is the result of labels or judgments imposed by society on certain actions or individuals. Becker argued that deviant behavior is not an inherent attribute of an individual, but rather the result of interactions between the individual and society, which produce stigmatization and marginalization. (Ulum et al., 2023).

4. CONCLUSION

Adab in Islam must be applied comprehensively in daily life, including in interactions on social media. The use of social media by children requires guidance from parents and educators so that they can navigate wisely, cautiously, and exemplify the values of iman (faith), ihsan (excellence in conduct), and Islam. Through the consistent application of adab, students' character can be positively shaped, encompassing noble morals, independence, resilience, politeness, friendliness, and the ability to position themselves appropriately within their social environment.

5. ACKNOWLEDGE

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