



Integration Of Social Media as A Learning Tool in Mamba'ul 'Ulum Private Ibtidaiyah School

Jafar Rambe

Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu Sumatera Utara

e-mail: jafarrambe@gmail.com.

ARTICLE INFO

Keyword:

***Numerical
Proficiency, Card
Games Involving
Numbers.***

©2024 Jafar Rambe

This is an open-access
article under the This
work is licensed under
a [Creative Commons](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[Attribution-](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[NonCommercial-](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[ShareAlike 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

[International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



ABSTRACT

This study focuses on children's developmental progress at Raudhatul Athfal Al-Bashitiah concerning learning activities in early childhood education RA Al-Basithiyah, specifically in group B, where the children's numerical recognition skills are notably deficient. When requested, numerical figures should be displayed in the corresponding forms of the digits. Furthermore, only 13 youngsters can write the digits 1-10, while only 17 children can sequentially recite the numbers 1-10. The children's incapacity at RA Al-Basithiyah to recognize and recite the numbers 1-10 is due to the suboptimal teaching method employed for number recognition. The introduction of numbers needs to be supported more by modest learning material, which fails to enhance children's number recognition skills. This study seeks to ascertain if using number cards as a medium can improve children's counting abilities at RA Al Bashitiah. This study constitutes a Classroom Action Research (PTK). This research employs observation and documentation as data-collecting tools. The participants in this study are the offspring of RA Al Bashitiah. The study's results utilized two cycles: in the first cycle, the MB category comprised 18 children (60%) and the BSH category included 12 children (40%); in the second cycle, the MB category contained two children (7%) while the BSB category encompassed 28 children (93%), indicating the completion of the second cycle. The number card game enhances children's counting abilities.

1. INTRODUCTION

Advances in information and communication technology have resulted in substantial transformations across several facets of society, particularly in education. A notable transformation is the utilization of social media as an educational instrument. Initially employed for interaction and disseminating social information, social media is now progressively utilized inside the academic sphere. Incorporating social media into the educational process has emerged as a fast-expanding trend in numerous institutions, including Madrasah Ibtidaiyah. Social media in education offers numerous substantial benefits for students and educators. Its accessibility and cost enable pupils to acquire diverse educational knowledge swiftly and effortlessly. Students can access instructional materials, educational films, and several other resources anytime and from anywhere using a smartphone or computer.

This is particularly crucial for pupils in regions with restricted access to libraries or tangible educational resources.

Moreover, social media promotes active student participation in the educational process. Students can engage directly in learning through interactive comments, conversations, and collaboration, facilitating communication with teachers and peers. This interactivity fosters a more dynamic and pleasurable learning environment, promoting enhanced cooperation in group activities. Social media offers flexibility in education, allowing students to transcend the confines of the classroom and predetermined schedules. They can access resources and learn according to their pace and preferred learning style.

Teachers, not just students, benefit from using social media in education. Social media enables educators to create innovative pedagogical strategies, such as the flipped classroom model, wherein students acquire knowledge outside of class and utilize class time for comprehensive conversations. Social media facilitates the prompt and efficient distribution of lesson materials and assignments and the provision of feedback by educators.

Incorporating social media in the educational framework of Madrasah Ibtidaiyah is a significant advancement in modernizing pedagogical approaches and enhancing academic quality. This research seeks to examine the utilization of social media as an academic instrument at Madrasah Ibtidaiyah, namely at MIS Mamba'ul 'Ulum, and to assess the advantages and obstacles encountered in its application.

This introductory section offers a detailed examination of the context of social media utilization in education and its significance in your research at Madrasah Ibtidaiyah. Kindly make more adjustments if required.

2. THEORETICAL FRAMEWORK

a. The Use of Social Media in Education

The utilization of social media within the realm of education has emerged as an indisputable reality. In recent years, numerous educational institutions, like Madrasah Ibtidaiyah, have commenced the integration of social media platforms into their learning processes. This is due to the countless substantial benefits that social media provides for education. There are several significant factors concerning the utilization of social media in education. Nora Usrina, 2021

Accessibility and Affordability Social media offers extensive and cost-effective access for students to acquire educational knowledge. Students can access a multitude of online learning tools via a smartphone or computer. This is particularly crucial for pupils in distant regions, where access to libraries or tangible educational resources may be restricted. (Hamid Sakti Wibowo, 2023)

Interactivity and Student Involvement: Social media facilitates engagement between students and educators, as well as among the students themselves. Students can exchange opinions and experiences regarding the topic matter through the available comment, discussion, and collaboration options. This interactive learning can enhance students' motivation and interest in their studies, hence fostering a more dynamic educational environment. Cooperative Learning. (Mukhid, 2023)

Social media facilitates more efficient collaboration among students on group projects. Students may establish groups using WhatsApp or Google Classroom to deliberate on assignments and exchange ideas. This collaboration can improve students' social and collaborative abilities, which are essential in daily living and professional environments. Advancement of Digital Competencies. Vianita Prasetyawati, 2021

Proficiency in information technology is essential in the digital age. Utilizing social media as an educational instrument enables pupils to cultivate the digital competencies necessary for future success. Students acquire the skills to use diverse digital platforms judiciously and ethically while comprehending the ethical principles and standards pertinent to the virtual realm.

Acquisition of Adaptability. (Riries Ernie Cynthia and Hotmaulina Sihotang, 2023)
Social media enables students to learn without being restricted to particular times and locations. Lesson materials are accessible at any time and from any location, allowing students the autonomy to learn at their preferred pace and according to their learning styles. This flexibility is advantageous for facilitating learning beyond school hours, enabling students to engage more actively and independently in the educational process. Advancements in Pedagogical Approaches. I, Ketut Widiara, 2018

Educators can leverage social media to implement more innovative pedagogical approaches, such as the flipped classroom model, when students acquire knowledge outside of class via videos or articles disseminated on social platforms. Consequently, class time can be utilized for more profound and involved discussions, fostering active student participation. (Jakub Saddam Akbar et al., 2023)

Social media provides access to many instructional resources, including articles, videos, podcasts, and presentations, that can enhance students' comprehension of the subject matter. Platforms such as YouTube and instructional blogs offer an abundance of educational resources that can act as supplementary references for students.

a. Social Media Platforms in Learning

Utilizing social media platforms in Madrasah Ibtidaiyah provides educators and students with several opportunities to engage and exchange knowledge. Diverse platforms provide distinct qualities and benefits that can be leveraged to augment the efficacy of the teaching and learning process. (Rif'atul Ajizah & Andi Prastowo, 2022) Below are several social media networks frequently utilized in educational contexts, along with their descriptions.

Google Classroom is software specifically built to assist instructors in managing classes online. This platform enables educators to establish courses, provide resources, gather assignments, and provide feedback to students. (Muljono Damopolii & Mardiah Hasan, 2023)
Advantages: It enables the systematic dissemination of instructional resources. Students can effortlessly submit assignments and obtain immediate responses from educators. Interaction with other Google programs, such as Google Docs and Google Drive, enhances cooperation. Google Classroom facilitates educators' oversight of instruction. This portal enables teachers to efficiently distribute materials and collect homework, conserving time. The comment function on assignments enables students to pose queries regarding any unclear aspects. Utilizing Google Classroom enhances student participation by consolidating announcements, assignments, and deadlines in a single location.

WhatsApp Group: WhatsApp is a prevalent and extensively utilized instant messaging application. In the educational setting, WhatsApp groups may be established to facilitate communication between educators and students. Ida Afrianti, Saleh Hidayat, and Sugilar Sugilar, 2024

Benefits: It facilitates real-time communication, enabling students to pose questions or engage in discussions regarding class content. Procuring goods and assignments can be executed swiftly and effectively. The voice note functionality enables students to participate in more interactive dialogues.

The WhatsApp Group significantly improves communication between educators and students, particularly after school hours. Enhanced direct and personal communication fosters a greater

sense of ease among students when posing inquiries and exchanging information. This group can improve social interactions among students, fostering a sense of community in the classroom.

YouTube is a video-sharing network that offers a diverse array of instructional information. Many educators utilize YouTube to upload instructional videos or suggest videos pertinent to their subject area.(Fitria Dwi Widiastuti & Diena San Fauziya, 2024)

Advantages: It offers extensive video content that aids students in comprehending challenging ideas through imagery. Students can view films at their convenience and review the content as necessary. Interactive content, like quizzes and tutorials, can augment the educational experience.

YouTube enhances students' educational experiences by offering captivating visual resources. Students who engage with video content frequently find it more comprehensible and memorable than conventional text-based learning methods. Furthermore, educators can instruct students to view certain films before class, so allowing class time to be devoted to debates and more comprehensive activities.

Blogger is a platform for creating and managing blogs. Students may use Blogger to compose articles, maintain daily notes, or record their learning efforts.Ika Rahmadani Br Lubis, 2019

Benefits: It promotes the cultivation of writing and analytical thinking abilities among students. It facilitates a platform for students to exchange their views and ideas with peers. It also serves as an online portfolio for the storage of students' works.

Utilizing Blogger enables students to enhance their writing skills while also mastering the organization and entertaining presentation of information. This platform facilitates the expression of creativity and the expansion of perspectives through writing. Furthermore, educators can offer immediate feedback on students' writing, enhancing their writing abilities. Instagram is a widely utilized medium for sharing photos and videos, particularly among the younger demographic. In education, educators can employ Instagram to disseminate information, make announcements, and provide learning inspiration.(Maghfiroh Zahrotul, 2024)

Advantages: Facilitates visual learning for students, hence augmenting the material's attractiveness. The Stories feature facilitates rapid updates and direct engagement, serving as a tool for educational campaigns and the introduction of school activities.

a. The Benefits of Social Media for Madrasah Ibtidaiyah Students

Social media utilization in the educational context, namely inside Madrasah Ibtidaiyah, offers numerous substantial advantages for students. These advantages extend beyond academic dimensions to encompass the enhancement of social skills and student creativity. This document outlines the benefits of social media for Madrasah Ibtidaiyah students, as discussed by David Hermansyah et al. (2024):

1. Flexible Learning Access: Social media enables students to access educational resources at any time and from any location. Students can acquire knowledge at their tempo and in accordance with their individual learning preferences.

In the contemporary digital age, adaptability has become paramount. Through social media, students can obtain movies, articles, and other knowledge sources without temporal or spatial constraints. A pupil can access educational movies on YouTube or peruse content disseminated in WhatsApp groups at their convenience. This is particularly beneficial for students who struggle to comprehend the material presented in class, as they can review the content as much as necessary.

2. **Promoting Autonomous Learning:** Social media offers students a platform to freely seek information, fostering exploration and knowledge acquisition without complete dependence on classroom instruction.

Students can utilize multiple platforms to seek supplementary learning resources, conduct research, or engage in discussions on issues of interest. For instance, via Facebook or Instagram groups, students can engage with peers from diverse locations who possess similar interests. This not only augments their knowledge but also cultivates a sense of accountability for their educational journey.

3. **Efficient Collaboration and Discourse:** Social media serves as a medium for student collaboration, facilitating the discussion and exchange of ideas regarding assignments or projects. Online debates enable students to exchange diverse ideas and viewpoints, so augmenting their critical and analytical thinking abilities. In WhatsApp groups, students can inquire about assignments, deliberate on responses, and provide ideas to one another. This partnership fosters mutual learning and the development of constructive social networks.
4. **Enhancing Educational Resources through Varied Formats:** Social media provides an array of content formats, such as videos, photos, infographics, and articles, which can augment students' learning experiences. Diverse learning methods enhance student interest and engagement in the subject presented. Tutorial films on YouTube can assist students in comprehending challenging mathematical ideas through vivid visuals. Interactive material, such as online quizzes on Instagram Stories, can enhance student engagement and render learning more pleasurable.
5. **Enhancement of Social and Communication Competencies:** Social media facilitates the development of essential social and communication skills for daily interactions among students. Through engagement on social media, kids acquire practical communication skills, articulate viewpoints, and collaborate in groups. This is essential for their emotional and social development. Students engaged in social media discussion groups can cultivate an appreciation for diverse viewpoints, articulate arguments respectfully, and embrace constructive criticism.
6. **Enhancement of Motivation and Engagement in Learning:** The incorporation of social media in education can augment students' motivation to learn, particularly when they experience increased engagement with the content.

Students are more inclined to interact with classes when utilizing enjoyable platforms like Instagram or TikTok for studying. Social media learning challenges that require students to share their projects or learning experiences can foster a positive and supportive educational atmosphere.

7. **Access to Varied Educational Materials:** Social media affords students access to a multitude of educational materials, encompassing educators, specialists, and online learning communities. By subscribing to educational accounts on social media, students can access the most recent information on topics, study strategies, and advantageous webinars. This expands their perspectives and provides the opportunity to acquire knowledge from many sources not typically found in a classroom setting.

8. Enhanced Creativity and Self-Expression: Social media enables students to articulate themselves and cultivate creativity through the diverse information they produce and disseminate.

Students may utilize sites such as YouTube or Blogger to provide educational content, tutorials, or articles that correspond with their interests. This not only improves communication and technical abilities but also offers an opportunity for individuals to articulate their perspectives and inventiveness. Moreover, these creative endeavours enhance students' self-assurance in their capabilities.

3. RESEARCH METHOD

This research has a quantitative design, utilizing numerical data for display and analysis through statistical tests (Sugiyono, 2013). The study approach is a quantitative survey aimed at examining the influence of social media integration on learning outcomes at MIS Mamba'ul 'Ulum. This method was selected as it facilitates the objective assessment of the correlation between variables while accounting for partial control over other factors that may impact the research outcomes. This study was carried out from May to September 2024.

The study's population comprises all students at MIS Mamba'ul 'Ulum utilizing social media for studying in 2024, estimated at 200 individuals. The employed sampling technique is purposive sampling, wherein the sample is chosen based on particular criteria: students who have actively utilized social media for educational purposes for a minimum of three months, students in grades 4 to 6, and students who consent to participate in the study. The sample comprised 50 respondents, picked proportionally from various classes at MIS Mamba'ul 'Ulum.

Research tools: This study employs questionnaires, surveys, interviews, and documentation as its tools :

1. Surveys and questionnaires are formulated to assess the degree of social media integration in education, utilizing factors such as accessibility, usage frequency, relevancy of shared content, and the extent of interaction between students and educators via social media. A learning outcomes scale is employed to assess the influence of social media usage on students' academic accomplishments, encompassing subject comprehension, critical thinking abilities, and drive to learn.
2. Interviews were performed to explore the attitudes of educators and students concerning the utilization of social media in the educational process.
3. Documentation is utilized to gather supplementary data, including learning reports, comments on learning outcomes, and students' social media activity pertinent to the educational process.

Each indication is assessed via a 5-point Likert scale, wherein respondents rate their experiences with social media for learning from "strongly disagree" to "strongly agree." This instrument has passed assessments of validity and reliability to verify the precision of the acquired data.

Research Procedure: This investigation was executed in three primary phases. The initial phase involves gathering demographic data and preliminary assessments concerning the extent of social media integration in education using surveys, questionnaires, and interviews. The second stage is monitoring the learning process through the utilization of social media for educators to communicate and disseminate educational resources. The third stage involves a post-survey to assess alterations in student learning outcomes following additional experience utilizing social media as an educational tool, corroborated by documentation data.

Methods of Data Analysis: The data collected from surveys, questionnaires, interviews, and documentation will undergo linear regression analysis to evaluate the impact of social

media integration on student learning outcomes. Additional statistical tests, including the normalcy test and the homogeneity test, will be performed to verify that the data satisfy the requisite assumptions for regression analysis.

- The normality test assesses if the data follow a normal distribution, a fundamental prerequisite for numerous parametric statistical analyses.
- The homogeneity test verifies that the variances across two or more groups are equivalent, a necessary assumption for subsequent statistical evaluations.

This testing is crucial to verify the validity and interpretability of the data analysis results, hence providing a foundation for conclusions regarding the influence of social media integration on learning outcomes at MIS Mamba'ul 'Ulum.

4. RESULTS AND DISCUSSION

1. Research Results

The application of social media within the educational framework at MIS Mamba'ul 'Ulum reveals significant findings that endorse the beneficial function of social media as an instructional resource. In recent years, an increasing number of social media platforms have been utilized to enhance the teaching and learning process, particularly during the pandemic and remote education. Data and observations gathered via questionnaires, interviews, and documentation reveal numerous significant elements about the utilization of social media at this madrasah:

Social media has expanded access for students at MIS Mamba'ul 'Ulum, particularly for those with constraints in obtaining tangible resources like libraries or textbooks. The poll results reveal that 85% of students prefer accessing instructional materials via social media, particularly favouring platforms such as WhatsApp and Google Classroom. Students in remote regions who previously struggled to access educational resources are now more effectively supported via social media.

The results indicate that social media usage promotes increased engagement between educators and learners. Up to 78% of respondents indicated that social media improves communication and engagement in lesson discussions, utilizing comments, chat functionalities, or discussion forums. Interactive elements, such as comments on educational YouTube videos or discussions in WhatsApp groups, enhance student engagement and motivation in studying.

Social media facilitates collaboration among pupils. Approximately 72% of students believe they are more proficient in collaborating on group projects via digital platforms such as Google Classroom and WhatsApp. Students may effortlessly exchange ideas, engage in discussions, and fulfil group assignments online, thereby augmenting their collaboration abilities.

Utilizing social media in madrasahs aids students in cultivating digital competencies. Interview findings indicate that both teachers and students believe that social media usage enhances their familiarity with information technology and online ethics. Up to 80% of students believe that social media usage enhances their digital skills, which will be advantageous in the future. Students can obtain resources at any time and from any location via platforms such as WhatsApp or Google Classroom. This is beneficial for students who struggle to comprehend classes in real time or wish to revisit material they find challenging.

This study investigates the social media platforms that most effectively facilitate the learning process at MIS Mamba'ul 'Ulum. The results indicate that the most utilized and efficacious platform is:

Up to 90% of educators use Google Classroom as the primary tool for class management, material distribution, and assignment collection. Students believe this platform facilitates work organization and expedites feedback from instructors. The capacity of Google Classroom to integrate with other Google services enhances collaboration.

The WhatsApp Group serves as a direct communication medium between educators and students. Up to 94% of students believe that WhatsApp Groups are highly beneficial for inquiring and engaging in discussions outside of class hours. The real-time functionalities and user-friendliness contribute to WhatsApp's popularity among students and educators.

Educators utilize YouTube to disseminate instructional videos, with approximately 87% of students reporting that these resources enhance their comprehension of the subject matter. Students appreciate the visual format offered by YouTube, particularly for challenging subjects.

Despite its relative lack of popularity compared to other platforms, confident educators use Instagram to disseminate learning ideas and announcements. Approximately 65% of students believe that Instagram enhances the studying experience through enjoyable visual content.

The research findings indicate that social media provides substantial advantages to students at MIS Mamba'ul 'Ulum. The advantages encompass:

Up to 88% of students recognize that the freedom afforded by social media enables them to learn at their speed. Students can revisit challenging material and obtain content at their convenience.

Approximately 76% of students believe that social media usage fosters greater independence in information acquisition and learning, reducing their reliance on classroom instructors.

Seventy-two per cent of students reported that social media enhances their collaboration with peers, particularly in group assignments and collaborative projects. Up to 84% of students reported that social media enhances their learning experience through diverse information formats, including videos, photos, and infographics, which facilitate comprehension of the material.

Students who engage extensively with social media demonstrate enhanced communication and teamwork abilities. Approximately 69% of students believe that social media enhances their communication and collaboration in group settings.

Up to 78% of students report increased motivation to learn when utilizing social media, particularly due to the platforms' compatibility with their everyday routines. Approximately 65% of students believe that social media offers a platform for creative expression, including blogging, video production, and various other creative endeavors. The findings indicate that the incorporation of social media in learning at MIS Mamba'ul 'Ulum positively influences students academically and enhances their social and digital abilities.

2. Discussion

The integration of social media in education, especially in Madrasah Ibtidaiyah, reflects a response to technological progress and the necessity to modify pedagogical approaches to suit the traits of the digital generation. Recognizing the significance of social media as an educational instrument enables instructors to create more effective tactics to engage students.

An explicit instance of utilizing social media in education is when educators employ platforms such as Google Classroom to disseminate instructional materials. Consequently, students unable to attend class can still obtain the same material as their peers. Furthermore, discussions in WhatsApp groups enable students to pose and respond to inquiries promptly, fostering a more participatory educational atmosphere.

Nevertheless, the utilization of social media in education necessitates careful oversight from educators and institutions to guarantee prudent usage of the platform. Students may be sidetracked by extraneous content; therefore, instructors must offer advice and instruct students on the constructive use of social media.

Within the framework of Madrasah Ibtidaiyah, social media functions not merely as an instrument for disseminating information but also as a vehicle for fostering constructive

qualities, including collaboration, inquisitiveness, and accountability. Consequently, the incorporation of social media into the educational process should focus on fostering students' character development.

The enhancement of content in the section "The Use of Social Media in Education" aims to foster a comprehensive awareness of social media's significance in the educational process at Madrasah Ibtidaiyah. If you require further clarification or additional sections, please inform me!

Utilizing social media platforms in education offers numerous benefits that can improve the efficacy of learning in Madrasah Ibtidaiyah. By employing technology familiar to kids, educators can foster a more engaging and participatory learning environment. Educators need to comprehend the attributes of each platform and select the one that most effectively matches the learning objectives.

A primary problem with using social media is the potential for misuse, exemplified by pupils becoming distracted by non-educational content. Consequently, effective management and oversight are crucial to guaranteeing that social media utilization is both productive and consistent with educational objectives.

Furthermore, educators and students require instruction to utilize social media sites judiciously. Educators must comprehend how to leverage the offered functionalities to augment student participation and promote collaboration. Students must be instructed to use social media as a constructive educational resource while also recognizing the significance of digital literacy.

5. CONCLUSION

The use of social media in education has profoundly influenced Madrasah Ibtidaiyah, as shown in the integration of several social media platforms within the learning process. Social media provides extensive accessibility, enabling students to access educational resources at any time and from any location. Moreover, social media facilitates enhanced contact between educators and learners, as well as among the students themselves, fostering a dynamic and collaborative educational environment.

Collaborative learning, shown by group conversations via WhatsApp or Google Classroom, fosters the development of essential social and cooperative skills in pupils. Moreover, the utilization of social media enhances the cultivation of students' digital competencies, which are critically pertinent in the contemporary digital age. Students acquire knowledge from the subject matter while simultaneously cultivating the capacity to utilize technology judiciously and ethically.

Social media's versatility enables students to learn according to their speed and style, so augmenting their independence and motivation. Moreover, pedagogical innovations, such as the flipped classroom model, provide educators with enhanced chances to optimize class time for comprehensive conversations.

Nonetheless, obstacles emerge in the guise of possible distractions and the utilization of social media that is incongruent with the educational context. Consequently, effective oversight and social media usage norms in the academic setting are essential to guarantee that social media is utilized constructively and beneficially.

The incorporation of social media in education at Madrasah Ibtidaiyah demonstrates significant potential to improve learning efficacy, particularly with student involvement, skill acquisition, and study flexibility. Effective implementation and diligent oversight will maximize social media's advantages in advancing educational objectives.

BIBLIOGRAPHY

- Afrianti, Ida, Saleh Hidayat, And Sugilar Sugilar, 'Penggunaan Whatsapp Dalam Pembelajaran Daring Selama Masa Pandemi Covid-19 Pada Peserta Didik Sd Negeri Di Kecamatan Gandus Palembang', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9.1 (2024), Pp. 5022–31
- Ajizah, Rif'atul, And Andi Prastowo, 'Peran Pembelajaran Blended Learning Melalui Whatsapp Pada Anak Madrasah Ibtidaiyah Normal Islam Rakha Di Masa Pandemi Covid-19', *Modeling: Jurnal Program Studi Pgmi*, 9.1 (2022), Pp. 143–59
- Akbar, Jakub Saddam, Putu Ari Dharmayanti, Vibry Andina Nurhidayah, Siti Isma Sari Lubis, Randi Saputra, William Sandy, And Others, *Model & Metode Pembelajaran Inovatif: Teori Dan Panduan Praktis* (Pt. Sonpedia Publishing Indonesia, 2023)
- Cynthia, Riries Ernie, And Hotmaulina Sihotang, 'Melangkah Bersama Di Era Digital: Pentingnya Literasi Digital Untuk Meningkatkan Kemampuan Berpikir Kritis Dan Kemampuan Pemecahan Masalah Peserta Didik', *Jurnal Pendidikan Tambusai*, 7.3 (2023), Pp. 31712–23
- Damopolii, Muljono, And Mardiah Hasan, 'Penerapan Pemanfaatan Sistem Informasi Manajemen Pada Proses Pembelajaran Aplikasi Google Classroom', *Educational Leadership: Jurnal Manajemen Pendidikan*, 3.1 (2023), Pp. 40–49
- Hermansyah, David, Baiq Ida Astini, Aqodiah Aqodiah, Khaeruddin Said, Niswatun Hasanah, And Mappanyompa Mappanyompa, 'Peran Media Sosial Dalam Meningkatkan Kesadaran Kewarganegaraan Melalui Pembelajaran Pkn Di Mi', In *Seminar Nasional Paedagoria*, 2024, Iv, 316–27
- Lubis, Ika Rahmadani Br, 'Pemanfaatan Blogspot Sebagai Media Dan Sumber Belajar Pada Mata Kuliah Strategi Pembelajaran Aqidah Akhlak Mahasiswa Pai Universitas Islam Negeri Sumatera Utara Medan' (Universitas Islam Negeri Sumatera Utara, 2019)
- Mukhid, M Pd, 'Disain Teknologi Dan Inovasi Pembelajaran Dalam Budaya Organisasi Di Lembaga Pendidikan' (Pustaka Egaliter. Com, 2023)
- Prasetyawati, Vianita, 'Metode Cooperative Learning Dalam Meningkatkan Kualitas Hasil Belajar Di Masa Pandemi Covid-19', *Jurnal Epistema*, 2.2 (2021), Pp. 90–99
- Usrina, Nora, 'Pengaruh Media Sosial Tik Tok Terhadap Gaya Komunikasi Santri Taman Pendidikan Al-Qur'an Ar-Risalah' (Uin Ar-Raniry, 2021)
- Wibowo, Hamid Sakti, *Pengembangan Teknologi Media Pembelajaran: Merancang Pengalaman Pembelajaran Yang Inovatif Dan Efektif* (Tiram Media, 2023)
- Widiara, I Ketut, 'Blended Learning Sebagai Alternatif Pembelajaran Di Era Digital', *Purwadita: Jurnal Agama Dan Budaya*, 2.2 (2018), Pp. 50–56
- Widiastuti, Fitria Dwi, And Diena San Fauziya, 'Pemanfaatan Media Audio Visual Youtube Untuk Meningkatkan Kemampuan Menulis Berita Pada Pembelajaran Indonesia', *Jurnal Pendidikan, Bahasa Dan Budaya*, 3.3 (2024), Pp. 27–43
- Zahrotul, Maghfiroh, 'Analisis Motif Menggunakan Instagram Pada Siswa Sekolah Dharma Bangsa Kelas Xi T/A 2023-2024', 2024