Use of Social Media in Schools and Madrasas: A Systematic Review of Social Studies Learning Innovations

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Abstract

This study aims to identify and analyze the benefits and negative impacts of using social media (TikTok, YouTube, WhatsApp) as an innovation in Social Science learning in schools and madrasas. This research used a systematic literature review (SLR) type, with a qualitative approach. Research period focused on years (2020-2024). Database was obtained from "Google Scholar" and "ScienceDirect". Then, we conducted a bibliometric analysis to understand the bibliographic landscape with "VOSviever". To obtain the credibility of the data as the main finding of 35 article documents, we used the "Publish or Perish". The findings include: First, the use of social media in learning can create effective learning situations, provide quick access, allow for discussions between teachers and students online. With teacher guidance, social media can enrich the learning experience and increase student engagement in learning. Second, that the use of social media in learning might have negative effects such as internet connection disruptions that affect learning, indications of addiction to negative content, disruption of student's concentration, reduced direct interaction, and problems such as privacy and security. The integration of digital platforms in learning can increase student motivation, expand access to information, and encourage collaboration. However, there is a need for teacher training on digital literacy to ensure wise use, and reduce the risk of spreading irrelevant information. This research encourages the curriculum development that accommodates the planned use of social media, so that students not only become consumers of information, but also creators of critical and creative content.

Keywords: learning innovation, madrasas, schools, social media, social studies

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A. Introduction

Nowadays, social media has become an important part of many people's daily lives, especially the younger generation (Montag et al., 2024). The advancement of artificial intelligence (AI) and social media has become a transformative agent in the contemporary education ecosystem; this is by technological developments and increasingly complex educational needs to be used as a learning medium (Shahzad et al., 2024). An interesting fact is that forms of learning innovation through social media or digital media can increase student motivation in the teaching and learning process. For example, by utilizing platforms such as (Tik-Tok, Facebook, Instagram), and the like, teachers can make learning more interesting and relevant to students' daily lives (Susanti et al., 2024). Through social media, students can access a wider range of subject matter information, interact with people from different backgrounds, and even collaborate on projects relevant to the material presented by the teacher (Pratikno, 2023). In addition, learning through social media has a very positive role in improving students' technology skills and digital literacy. This technology can educate students to use this type of social media wisely and effectively to access information that is very valuable to them (Heryani et al., 2022).

Given that the prevalence of curriculum demands in the use of technology continues to grow significantly, teachers' efforts should support student development by making optimal use of this digital era (Lee & Hancock, 2023). However, the phenomenon that occurs in education has been criticized for focusing too narrowly on the use of technology. As a result, teachers who contribute to using social media have less to develop students to acquire a wide range of skills (Ruiz-Bañuls et al., 2021). So far, it can be seen that social studies learning has not used the right approach, The learning process of activities that take place still uses many methods in general (Dahlena & Mulyana, 2022). In such cases, teachers are often afraid to include choices as a learning model, even if the learning process is limited to a few frequently used options (Schneider et al., 2018). Seeing the rapid development of technology and information that is easily accessible, teachers must create an innovation that can be used optimally in the learning process (Kwangmuang et al., 2021). In addition, various risks and high global competitiveness can pressure the world of education to create a learning innovation that makes good use of technology (Bašić, 2021).

In various previous studies, researchers underlined two weaknesses: First, forms of social media to student motivation and engagement. This study can explore the use of social media in social studies learning, such as content design, social interaction, and student experience in increasing student participation in social studies learning (Manurung, 2021; Ramadhan & Alhadiq, 2023; Safruddin & Ahmad, 2020). Second, management of the social media learning environment. This study can focus on teachers and educational institutions managing the learning environment through social media in the context of social studies. This includes policies on the use of social media, the role of teachers in supporting online learning, and the effectiveness of learning through social media (Firamadhina & Krisnani, 2021; Kurniati et al., 2022; Maskuroh, 2023; Murtado et al., 2023). However, previous research has its own patterns and goals. In addition, systematic review techniques were not used in obtaining the study. So, this research is a novelty, because the data presented through this article is carried out thoroughly and rigorously, and this review can be a reference for future research agenda.

This study wants to explore the extent of the innovation of Social Science (IPS) teachers in carrying out learning activities through social media. The context of this research aims to identify and analyze how teachers in schools and madrasas at the (SD/MI, SMP/MTs, and SMA/MA equivalent), can take advantage of social media used in learning by the demands of the 21st Century. Then, the researcher limited the use of social media that had been used by teachers in the study period (2020-2024); this includes applications (1) Tik-Tok, (2) YouTube, and (3) WhatsApp. Because the 2020-2022 study period is during the COVID-19 pandemic, where teachers must learn online at home. This can also make it easier for us to obtain relevant article documents. In addition, to get the data needed, we focus on five years to provide an overview of learning conditions in schools and madrasas during and after the pandemic.

B. Literature Review
1. Social Media and Social Science Learning

Social media (social media) is a collection of websites and apps that allow people to create videos, share, and participate in content (Mekonen et al., 2024). The ubiquity of social media has transformed everyday life, including how a person interacts, communicates, and accesses information (Hu et al., 2023). For students, this transformation is very beneficial because social media has become very important in the learning process and communication activities of their daily lives (Bays et al., 2023). In addition, social media-type technology is a powerful tool for effective time management, task prioritization, and a repository of additional educational resources (Whelan et al., 2020). The classification of social media as a learning technology medium underlines (1) print media, (2) graphic media and exhibition media, (3) audio media, (4) moving image media, (5) multimedia media, (6) web-based media or internet (Pribadi, 2019).

In Social Science (IPS), learning refers to a field of study that includes diverse social sciences and is arranged in learning programs in schools and madrasas (Pratami et al., 2019). Social studies subjects combine various social sciences such as geography, sociology, and anthropology (Hutabri & Putri, 2019). In social studies learning, students gain intellectual knowledge and the skills necessary to interact with diverse characteristics in society, country, and culture (Regiani et al., 2023). This aims to improve the quality of social studies learning, so the role of teachers must provide innovation by using social media for the benefit of student learning (Rizkyah et al., 2024). In my opinion (Zuhairi et al., 2024), Learning with the use of technology has several advantages, which include (1) Creating an effective learning situation. (2) Cultivating digital technology skills wisely. (3) Facilitating understanding of subject matter. (4) Motivating students to ask questions. (5) Supporting independent learning.

2. The Use of Social Media and Social Studies Learning in Schools and Madrasah

Social media offers wide access to information in education, learning resources, and various perspectives that can enrich students' understanding of social studies subject matter, such as history, geography, and economics (Farris, 2024; Russell & Waters, 2022). However, several problems arise related to the use of social media. One of the main problems that often occurs is disseminating inaccurate or relevant information that can obscure students' understanding of historical facts or social realities (Bujuri et al., 2023; Pesch et al., 2020). This results in students frequently

being exposed to information irrelevant to the information they get, which can impact the quality of understanding of the content of the material obtained and is increasingly ineffective (Abroto et al., 2021).

In addition, uncontrolled use of social media can interfere with students' concentration on learning. Many students focus more on social media interaction than class discussions or assignments given by teachers (Finkelhor et al., 2021; Xie & Karan, 2019). This is especially a problem in schools and madrasas that still need to implement strict regulations related to the use of technology in the learning process. On the other hand, privacy issues are also a special concern, where students sometimes unknowingly share personal data through the platform, which can pose a security risk (Karale, 2021). To overcome this problem, teachers need to implement more targeted learning strategies in using social media, and teachers must provide education about digital literacy to verify student information sources (Anthonysamy et al., 2020). So that social media can be an effective learning tool without hurting them.

C. Method

To achieve the objectives of this study, we use a type of methodology Systematic Literature Review (SLR), with a qualitative approach. This type of SLR methodology was chosen because of its ability to apply a thorough, rigorous, and impartial approach to other literature review processes (Tranfield, 2009). Several steps are taken to follow the SLR procedure: First, Formulate research questions. It starts with the formulation of a clear and answerable research question. This question helps direct the research process, from designing a search strategy and selecting relevant studies to applying the right methods to analyze and synthesize the selected studies. We conducted an initial search of the literature available in the main databases "Google Scholar" and "ScienceDirect" by using six keywords related to (social media, digital media, social studies learning media, TikTok, YouTube, and WhatsApp). Through this search, we gain a deeper understanding of the related literature, which then leads to the "Research Question" (RQ), that is:

RQ1: What are the benefits of using social media in IPS learning?
RQ2: What is the negative impact of social media when used as an IPS learning medium?

Second, Build search terms. The selection of systematic and unbiased articles in research is an important step in carrying out a comprehensive SLR method. The process of selecting articles begins with identifying relevant keywords and search terms. We use a three-step approach to find the most appropriate search terms in collecting articles. (1) The researcher determined keywords related to the use of social media in social studies learning to answer RQ1. (2) The researcher analyzed data findings related to the impact of social media as an IPS learning medium to answer RQ2. (3) Researchers combine these keywords to form a series of search terms such as "social media," or "media digital", or "social studies learning media", or "TikTok app", or "YouTube app" or "WhatsApp app". These search terms are then applied to extract articles from the "Google Scholar" database.

Third, conducting selection and evaluation of studies. Researchers use those search terms to find articles in the title, abstract, and keyword sections. The authors jointly established inclusion and exclusion criteria for the articles used in this study

to reduce the potential bias of search results. We include review articles written in Indonesian and English. This data consists of several works, such as books, journal articles, proceedings, and student final research (S1 thesis) published in (2020-2024). After the researcher searched the data findings, this resulted in 1357 article documents. Then, after we evaluated the relevant data according to the "Research Question" the entire relevant document only got 35 articles. The document includes scientific articles: (28 articles); Proceedings: (4 articles); and final research of thesis students S1: (3 articles). Berikut ini diagram laporan penelitian tahun 2020: (1 articles); 2021: (8 articles); 2022: (7 articles); 2023: (11 articles); 2024: (7 articles).
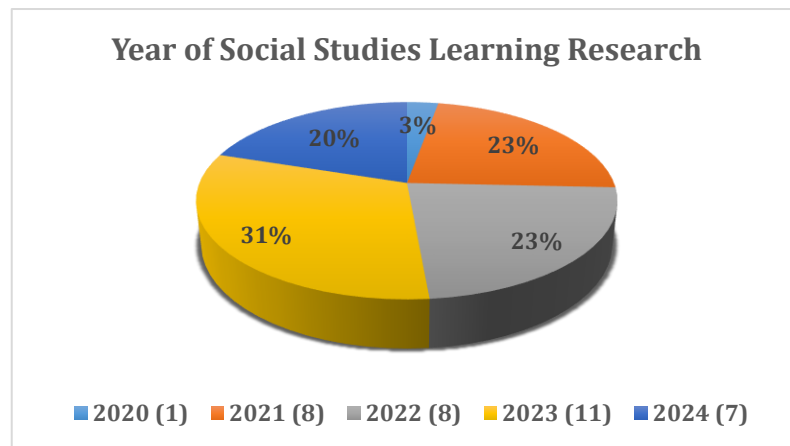

Figure 1. Research Findings (2020-2024)

Fourth, Conducting analysis and synthesis. To analyze 1357 article documents, we used a two-step approach. In the first step, we conducted a bibliometric analysis to understand the bibliographic landscape in this research topic area through the help of an application "Publish or Perish" (PoP); then, the data obtained is stored in the format ".ris" and imported into the "VOSviever" application to find out the extent of the relationship between all five predetermined keywords. This aims to ensure data validity systematically, making it easier to classify data neatly as a finding of the data obtained. Then, for a clearer look at the conclusions of the bibliometric analysis, we present them in the following figure.
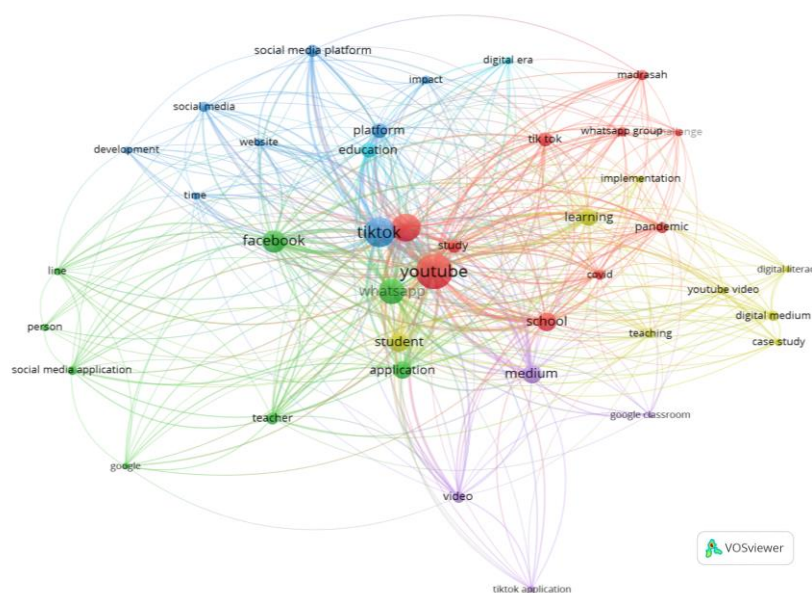

Figure 2. Bibliometric analysis of social media use in learning IPS

Fifth, Report results. The researcher adopted a systematic approach to reporting the findings of the study. Our introductory section provides background to our study and research questions. In this process, we precisely analyze how the review is conducted. Then, after the analysis stage, the researcher filters all the data obtained to report the data found. In this section, the researcher reviews the suitability of data related to social media, digital media, social studies learning media, and applications (TikTok, YouTube, and WhatsApp). Thus, the researcher can provide a framework for future research, the limitations of this study, and summarize the findings of the data of this research topic as the main data material for discussion.

D. Findings

RQ1: What are the benefits of using social media in social studies learning?

The following is the data obtained by the researcher related to the form of learning innovation IPS in schools and madrasas through social media. The following are 35 articles from the data that have been found.
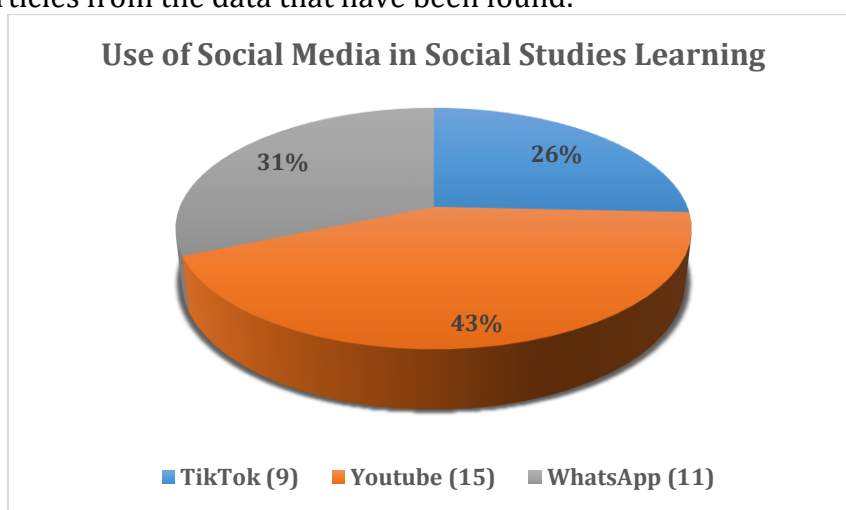

Figure 3. Obtaining data on the use of social media in learning IPS

The image shows that the research in great demand when utilizing social media is on the YouTube application, which has as many as 9 articles with a percentage of 41%. The WhatsApp application obtained 8 articles with a percentage of 36%. Then, the Tik-Tok application got 5 articles with a rate of 23%. To clarify the acquisition of data that has been found. The following are some types of social media that are by RQ and have been used in social studies learning in schools and madrasas.

1. The Utilization of TikTok Social Media in Social Studies Learning

The TikTok application is a social networking and music video platform from China launched in September 2016 (Rahmana et al., 2022). The TikTok app has become a popular platform worldwide for sharing and recommending videos. According to an online survey, with 738 million downloads in 2019 and 1.5 billion total downloads (Su et al., 2021). Not only as an entertainment medium, but this application can be used by teachers as a learning medium (Suseno, 2024). The following is some research that has been carried out related to using the TikTok application in social studies learning in schools and madrasas.

Table 1. Learning IPS through the TikTok Application

No	Author	Type	Topic	Methods and Approach
1	Oktavia & Sylvia, (2021)	Journal	The Relationship between Social Media Use Activities and Student Learning Outcomes in Sociology Class XI IPS at SMA N 1 Pantai Cermin, Solok Regency	Quantitative (Correlational)
2	Anisa et al., (2022)	Journal	Development of TikTok Media in Social Sciences Subjects, Socio-Cultural Change as the Modernization of the Nation in Elementary Schools	Design Based Research (DBR)
3	Ardiana & Ananda, (2022)	Journal	The Effect of Using the TikTok Application as a Learning Media on the Activeness and Learning Outcomes of Class XI Social Sciences Students in Sociology Subjects at SMAN 1 Ampek Angkek	Quantitative (Quasi-Experimental)
4	Dewi et al., (2023)	Journal	Development of social studies learning media based on the TikTok platform to increase motivation and learning outcomes for middle school students	Research and Development (R&D)
5	Fabianrico, Indawati, & Putra, (2023)	Journal	Implementation of Social Studies Learning Materials via TikTok Social Media in Motivating Grade 9 Students at Hang Tuah 4 Middle School Surabaya	Qualitative (Field Study)
6	Fadillah, (2023)	Thesis (S1)	Development of TikTok Application-Based Learning Videos to Increase Learning Motivation for Social Sciences Students at MTsN 6 Blitar	Research and Development (R&D)
7	Fabianrico, Indawati & Putra, (2023)	Journal	Implementation of Social Science Learning Materials Through TikTok Social Media in Motivating 9th Grade of Hang Tuah 4th Surabaya Students	Qualitative (Field Study)
8	Istiqomah & Wicaksono, (2024)	Journal	The Effect of Using the Tik-Tok Application on Students' Learning Motivation in Integrated Social Sciences Subjects	Quantitative (Associative)
9	Mufidah, (2024)	Thesis (S1)	The Effect of Using TikTok as a Learning Media on Student Activity and Learning Outcomes in Class VIII Social Sciences Subjects at MTsN 3 Ponorogo	Quantitative (Experiment)

2. The Utilization of YouTube Social Media in Social Studies Learning

YouTube is a video-sharing platform that allows users to upload, watch, and share videos online. The app has become one of the most popular websites in the world, covering different types of content such as music videos, tutorials, vlogs, news, and more (Pothugunta et al., 2024). This media is closely related to daily life, especially for students, so it is hoped that this application can encourage their independence in learning (Suradika et al., 2020). The following is some research that

has been carried out related to using the YouTube application in social studies learning in schools and madrasas.

Table 2. Learning IPS through the YouTube Application

No	Author	Type	Topic	Methods and Approach
1	Karamina, Arsal & Sunarjan, (2020)	Proceedings	The Role of Social Studies Teacher in the Use of YouTube Vlog-Based Learning Media	Qualitative (Field Study)
2	Ningtias & Sujarwo, (2021)	Journal	The effect of the intensity of accessing social studies learning videos on YouTube on the interest in reading social studies books	Quantitative (Survey)
3	Tara & Sridiyatmiko, (2021)	Proceedings	The Utilization of Open Broadcast Software Studio and YouTube Live Streaming as Social Studies Learning Media for Grade 9 SMPN 2 Panggang	Library Research
4	Amitasari, (2021)	Proceedings	The Urgency of The Development of Social Studies Learning Through Innovation of YouTube Media as a Source of Learning Media in the Covid-19 Pandemic	Library Research
5	Sihombing, Sirait & Simatupang, (2022)	Journal	The Effect of YouTube Social Media Utilization on Student Learning Interest and Learning Outcomes in Integrated Social Sciences Subject Class VIII SMPN 11 Pematang Siantar	Quantitative (Non Probability Sampling)
6	Hermana, (2022)	Journal	Improving Critical Thinking Skills Through Problem-Based Learning Assisted by YouTube for Class XI IPS Students of SMAN 1 West Sumatra	Classroom Action Research (PTK)
7	Mustika & Muharaeni, (2022)	Journal	The Use of YouTube Media in Supporting Distance Learning as a Social Studies Learning Source: A Study at SMP Tunas Baru Ciparay	Qualitative (Field Study)
8	Azzahra, Alfaeny & Sulastri, (2023)	Journal	Implementation of YouTube-Based Social Studies Learning Media in Improving Student Learning Outcomes	Qualitative (Field Study)
9	Mushoddik, dkk, (2023)	Journal	Exploration of the Gedung Sate Museum by Utilizing the Journalism X Youtube Channel The Story of Java as a Means of Social Studies Learning	Library Research
10	Buda, Relita & Thoharudin, (2023)	Journal	The Influence of YouTube Content Media on Social Studies Learning Outcomes of State	Quantitative (Quasi-Experimental)

			Junior High School 1 Belimbing Hulu Students	
11	Dwi Arisona & Musfiroh, (2023)	Journal	The Influence of YouTube Videos of Reform Period Materials (1998-Present) on Integrated Social Studies Learning Outcomes	Quantitative (Quasi-Experimental)
12	Rahmatika, (2023)	Thesis (S1)	Development of YouTube-Based Audio Visual Media in Class VII Social Sciences Subjects at SMPN 2 Seputih Mataram	Research and Development (R&D
13	Fitriani & Fatmariza, (2024)	Journal	Increasing Interest and Social Studies Learning Outcomes Through YouTube Video-Based Learning Media in Class IXB SMPN 1 Bandar Laksamana	Classroom Action Research (PTK)
14	Sulaiman et al., (2024)	Journal	The Effect of YouTube Inspect History Channel Learning Media on the Learning Interest of Grade 8 Students in Social Studies Subjects at SMPN 88 Jakarta	Quantitative (Survey)
15	Jannah & Ahmadi, (2024)	Journal	Developing Flipbook Benadaku with YouTube videos to improve student's learning outcomes in natural and social sciences	Research and Development (R&D)

3. The Utilization of WhatsApp Social Media in Social Studies Learning

WhatsApp is an application that is useful for various communication purposes, such as sending text messages, voice calls, and video calls, as well as sharing photos, videos, documents, and voice messages. This application can be installed on phones with Android operating systems, iPhone, Mac, Windows PC, and the like (Pustikayasa, 2019). On the other hand, WhatsApp is becoming one of the most common and widely accepted mobile applications for communication and collaboration. The app shows that WhatsApp allows for faster and easier communication, sharing ideas, talking, making it easier to get work done, and more (Rabotapi & Matope, 2024). The following are some studies that have been carried out related to the use of WhatsApp applications in social studies learning in schools and madrasas.

Table 3. Learning IPS via the WhatsApp Application

No	Author	Type	Topic	Methods and Approach
1	Amolin, (2021)	Journal	Online Learning Using Whatsapp Improves Social Studies Learning Outcomes of Grade IX Students of SMPN 1 Pasir Turtle	Classroom Action Research (PTK)
2	Saputro, (2021)	Journal	Response to Whatsapp-Based Social Studies Learning and Self-Efficacy of Grade VIII Students of SMPN 58 Surabaya	Qualitative (Field Study)

3	Demaryanti & Suryadi, (2021)	Journal	The Utilization of Whatsapp Group Media During the Covid-19 Pandemic as an Effort to Improve Social Studies Learning Outcomes of SMPN 4 Mataram Students	Classroom Action Research (PTK)
4	Susanti & Zakaria, (2021)	Journal	Implementation of the Use of Whatsapp Social Media as a Learning Media to Improve Student Learning Outcomes in Social Studies Learning	Classroom Action Research (PTK)
5	Aini, Sulistyarini & Buwono, (2022)	Journal	The Utilization of Whatsapp as Social Studies Learning Media during the Covid-19 Pandemic in Students of Class VIII B SMPN 11 Pontianak	Research and Development (R&D)
6	Nurhaida, (2022)	Journal	Improving Motivation and Learning Outcomes during the Covid-19 Pandemic Using Whatsapp Groups Assisted by Social Studies Learning Videos in Junior High Schools	Classroom Action Research (PTK)
7	Sitanggang, Tambunan & Simbolon, (2022)	Proceedings	Development of Whatsapp Instant Messaging Applications as Online Learning Media to Improve Social Science Learning Outcomes in Class VIII SMPN 2 Sumbul Academic	Research and Development (R&D)
8	Rustantono & Susilowati, (2023)	Journal	Analysis of the Use of Whatsapp Group Media in Social Studies Learning at MTs Darul Hikam Bantur	Qualitative (Field Study)
9	Taqwa & Rachmadyanti, (2023)	Journal	Pengembangan Wachabot (Whatsapp Chatbot) Sebagai Asisten Belajar Peserta Didik Materi Perjuangan Melawan Penjajahan Belanda dan Jepang di SD	Research and Development (R&D)
10	Mariyana, (2024)	Journal	Social Science Learning Innovation through Social Media (WhatsApp, TikTok, Youtube Applications)	Library Research
11	Hayati & Ningsih, (2024)	Journal	The Role of Social Media (WhatsApp) in Social Studies Lessons at MI Ma'arif NU 1 Ajibarang Wetan	Qualitative (Field Study)

The three tables show five benefits of using social media (TikTok, YouTube, Whatsapp) in social studies learning in schools and madrasas. As for more details, we present it in the picture below.
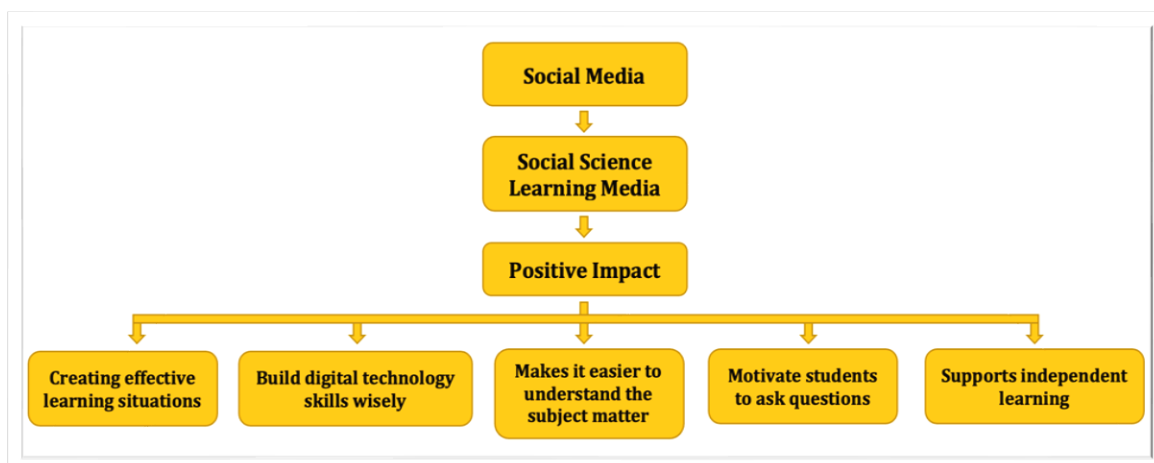
Figure 4. Benefits of social media as a learning tool IPS in schools and madrasas

RQ2: How is the negative impact of social media when used as a social studies learning medium?

As emphasized in the three tables above in RQ1. We can identify that the use of social media in social studies learning has significant positive benefits. However, it should be noted that there is a negative impact of the use of the type of application (TikTok, YouTube, WhatsApp) used by teachers as a learning medium in the classroom. Some of these negative impacts can be broken down into five main findings. The following can be underlined. (1) Disturbances in internet connection and study concentration. Students can need help accessing social studies learning videos through social media due to unstable internet connections, leading to lags that interfere with students' concentration. (2) Lack of social interaction between teachers and students. Due to learning with a reliance on social media, direct interaction between educators and students is decreasing. (3) Dissemination of irrelevant information. Using social media in learning brings several problems teachers must be aware of. One of the main problems is that students need more accurate information, which is sometimes related to the subject matter. (4) Ongoing social media addiction. When students frequently use social media to study online, they can easily be exposed to other interesting and irrelevant content, such as entertainment or trending videos. (5) Privacy and security concerns. Students who use social media can be exposed to various privacy threats, such as data monitoring and the collection of personal data without their knowledge. For more details, we present the findings in the image below.
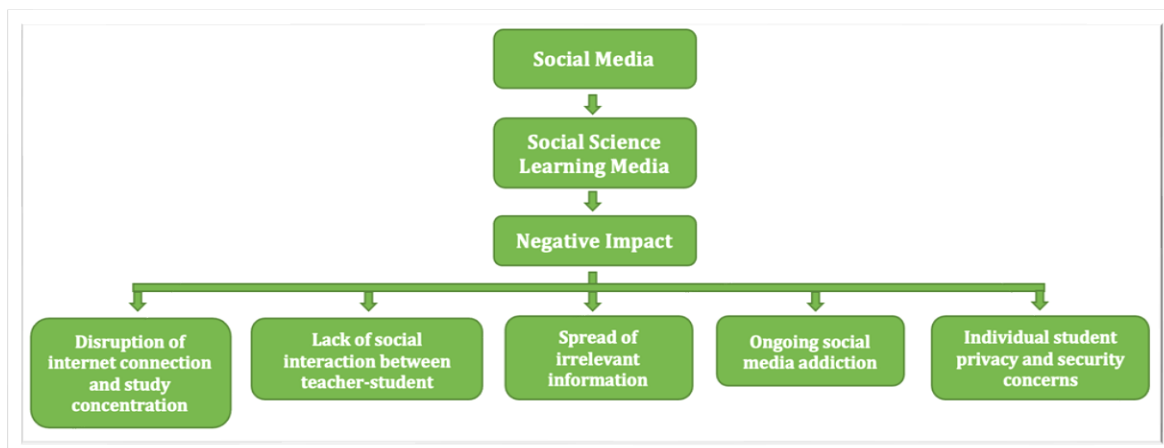
Figure 5. The negative impact of social media on learning IPS in schools and madrasas

E. Discussion

1. The Utilization of Social Media in Social Studies Learning

From the results in the three tables, it can be underlined that using the three applications (TikTok, YouTube, Whatsapp) provides several benefits for teachers, especially in social studies learning both in schools and madrasas.

First, it creates an effective learning situation. In Islamic education, social media is an effective communication tool that has a significant impact because it facilitates the flow of communication and dissemination of information during the learning process. Increasingly advanced technological developments are an urgent need that must be addressed. As implemented at MI Ma'arif NU 1 Ajibarang Banyumas, the teacher utilizes social media such as WhatsApp to support IPS learning optimally (Hayati & Ningsih, 2024). Modifying technology in learning IPS through YouTube can increase education, innovation, and student's ability to understand subject matter more effectively. Considering that the platform is very popular among students (Dwi Arisona & Musfiroh, 2023; Tara & Sridiyatmiko, 2022). In addition, the advantages of social media applications used in learning can be accessed at any time and free of charge through various electronic devices, making it easier for students to get learning videos (Rahmatika, 2023). It has been proven that social media can make it easier for students to communicate and share knowledge online through their mobile-based technology (Taqwa & Rachmadyanti, 2023). Therefore, teachers must improve innovative learning methods and models, for example, by utilizing technology such as social media during the learning process to create effective learning by the times (Demaryanti & Suryadi, 2021; Nurhaida, 2022).

Second, the use of social media grows digital technology skills wisely. Specifically, the use of social media in learning has brought significant innovations to learning in the current era (Zuhairi et., 2024). It has developed into an alternative means in the world of Islamic education that educational policymakers accept (Mushoddik et al., 2023; Mustika & Muharaeni, 2022). For example, teachers who use "WhatsApp Group" in social studies learning at MTs Darul Hikam Bantur use this platform during the learning process. The teacher delivers material to students using the lecture method via "voice notes" so that the process of delivering material is easier for students to do repeatedly (Rustantono & Susilowati, 2023). Apart from that, the YouTube application is a very popular platform with millions of users. This type of application is also a supporting medium for internet-based learning (Azzahra et al.,

2023; Sihombing et al., 2022). In addition, the WhatsApp application can also be used as a learning medium, especially for online learning (Aini et al., 2022). The use of WhatsApp for social studies learning during the COVID-19 pandemic has increased rapidly, this application has become a must in the remote communication process to carry out learning activities at home (Mariyana, 2024; Susanti, 2021). Not only that, the TikTok application can also facilitate various features that can be used for discussions between teachers and students when learning outside the classroom (Saputro, 2022). Teachers can submit questions, manage discussions, and deliver material through videos, documents, photos, or voice recordings. This is possible because the app supports online communication effectively (Amolin, 2021; Hayati & Ningsih, 2024).

Third, making it easier to understand the subject matter. Using social media as a learning medium can effectively convey important information during the learning process (Zuhairi et., 2024). It has a strong response to improving student learning outcomes, as the social media used by teachers can make abstract concepts more real and easier for students to understand (Allawiyah et al., 2022; Amitasari, 2021). For example, video design was used on YouTube and TikTok at MTsN 3 Ponorogo. It has been proven that these two applications are very suitable for explaining the content of IPS subject matter and making students more interested, making it easier for them to understand the material presented by the teacher (Mufidah, 2024). In addition, using popular social media on the TikTok platform in the classroom can be an alternative to increase student motivation and learning achievement. Because this media can convey the subject matter more interestingly and by the characteristics of students, and make the learning process fun for students (Dewi et al., 2023; Oktavia & Sylvia, 2021). On the other hand, using social media in learning must meet several criteria, including social values and relevant norm content, time duration, and illustration samples to optimize the time used properly (Karamina et al., 2020).

Fourth, motivating students to ask questions actively. Social media has positively impacted students' learning motivation in social studies subjects (Sitanggang et al., 2021). This shows that students' learning activity in these subjects is an attraction for students to their habits of accessing social media as a means of learning (Istikomah & Wicaksono, 2024). For example, learning through TikTok creates an independent learning process for students, as in research at MAN 1 East Lampung, where the TikTok application creates active learning for students in carrying out tasks given by the teacher, such as creating video content in groups, which is then uploaded via the TikTok application as a learning medium both in the classroom and outside the classroom (Zuhairi et., 2024). By viewing the learning video content prepared by the teacher before entering the material, students become more interested and involved in each learning process. This triggers a higher interest in learning so students can focus more and produce better learning effects (Ardiana & Ananda, 2022; Buda et al., 2023). Apart from that, social media can encourage active learning in students, thereby increasing learning activities that are not boring. Where teachers have designed learning materials by providing web links containing videos, students can easily access the material presented without having to save it on their cellphones (Fabianrico, Indawati & Putra, 2023).

Fifth, Support independent learning. Interestingly, social media is also an educational element and a source of widespread information delivery in schools and madrasas. Teachers can use this as innovation in presenting ideas and learning materials to students (Anisa et al., 2022). For example, using the TikTok application

in social studies learning at MTsN 6 Blitar has increased students' learning motivation. It is proven that the student learning process through this application obtained a score percentage of 77%, which was included in the high category where the learning motivation in the IPS learning process carried out had a positive impact on students (Fadillah, 2023). On the other hand, using social media can encourage students to participate in independent learning and create a more enjoyable learning atmosphere. Many students feel more focused and understand the material better when learning via social media because the variety of IPS material content designed by teachers in video form attracts students to learn (Hermana, 2023; Ningtias & Sujarwo, 2021).

Several research findings in schools and madrasas prove that social media positively influences learning. This, like the YouTube platform, can significantly improve student learning outcomes. Research shows that 88% of students stated that after learning by using the YouTube application as a social studies learning resource, learning became more effective and productive (Mustika & Muharaeni, 2022). Moreover (Fitriani & Fatmariza, 2024) emphasized that the observation of student interest increased to 60.0%. Then, the average student results also increased to 79.0%. This shows that YouTube video-based learning earned the Excellent category. Furthermore, students' interest in learning social studies subjects on the History Inspect YouTube Channel significantly increased by 60% (Sulaiman et al., 2024). Not only that, (Jannah & Ahmadi, 2024) stated the acquisition of student learning outcomes with the Benadaku Flipbook, which was equipped with YouTube videos, students obtained an average prates score of 45.83 and a post-test score of 86.67, with an N-gain of 0.77, which is considered a higher than before.

2. The Negative Impact of Social Media in Social Studies Learning

After we learned the benefits of using social media (TikTok, YouTube, Whatsapp) as a learning medium IPS, we also found some negative impacts of this platform. The problems encountered in the learning process through social media in schools and madrasas include.

First, Internet connection disruption and study concentration. An unstable internet connection can interfere with students accessing subject matter through social media; this factor causes pauses that interfere with the flow of student learning concentration to be hampered (Asy'arie, 2022; Made, 2021). In other contexts, such as the high cost of internet quota is also a challenge in online learning (Abroto et al., 2021). For example, using the TikTok application at MAN 1 East Lampung. When students rely on the internet to access lesson content, connection problems can hinder the learning process, causing students to lose focus and have difficulty understanding the material being studied (Zuhairi et., 2024). In addition, social media often triggers multitasking behavior, where students are tempted to open other applications during the learning process. This can reduce the effectiveness of learning, as the time that should be spent understanding the material is interrupted by other notifications (le Roux & Parry, 2021). In addition, students' attention becomes divided, and they may struggle to concentrate on learning (Bender, 2023). This disruption shows that the importance of managing the use of technology for teachers in the learning process must be well considered to achieve the desired goals.

Second, lack of social interaction between teacher and student. Dependence on social media can cause a lack of direct interaction between teachers and students when learning is done online (Rukmantara & Gumiandari, 2022). It also happened at MTsN 3 Ponorogo, where teachers used TikTok to learn IPS online. Communication

carried out through this platform causes face-to-face interactions to decrease, and the emotional connection and personal closeness between teachers and students becomes weak. This can affect the quality of learning because teachers cannot fully observe student development, both academically and behaviorally (Mufidah, 2024). Students may feel less motivated to actively participate in class discussions, impacting social and real-world communication skills (Maulidah et al., 2024). In addition, students are less motivated by teachers to follow the learning process seriously. Meanwhile, changes in students' learning styles can make it difficult for teachers to follow them effectively (Fajrin & Munastiwi, 2021). On the other hand, teachers also experience difficulties in online learning because some students do not receive special assistance from their parents, which results in less fulfillment of learning objectives (Murcahyanto, 2023; Siregar & Musawaris, 2021). So, this can cause teachers to become passive when learning is done outside the classroom.

Third, the dissemination of irrelevant information. One of the main problems is that students can easily find inaccurate information that sometimes contradicts the content of the material provided by the teacher (Dalimunthe, 2023). Content that is not appropriate for the age level of the student, can cause them to be indicated to be addicted to the content that is often viewed on their homepage (Bujuri et al., 2023; Yunia, 2022). Some students also often experience negative impacts from social media platforms. As happened at MI Ma'arif NU 1 Ajibarang Banyumas, using YouTube as a learning medium sometimes exposes students to bad content and lingers on social media for too long. As a result, students lose track of time and interact less with their surroundings (Hayati & Ningsih, 2024). Furthermore, students are often distracted by content unrelated to learning, such as fake news, gossip, or excessive entertainment information. This can distract them from academic tasks and lead to a decrease in learning productivity (Noori et al., 2023). When students misunderstand inaccurate information, which ultimately affects their critical thinking, that should be used to learn becomes wasted (Pesch et al., 2020).

Fourth, Ongoing social media addiction. When students regularly access social media as an online learning tool, they can easily be exposed to other content that catches their attention (Hasmiza & Humaidi, 2023). This can reduce students' interest in learning. As happened when the teacher used "WhatsApp Group" in social studies learning at MTs Darul Hikam Bantur, some students addicted to social media tend to spend much time on useless purposes, so they ignore the tasks given by the teacher and do not complete them (Rustantono & Susilowati, 2023). This addiction can also reduce the ability to concentrate and focus on lessons; students are constantly distracted by notifications and spend their time scrolling through social media instead of learning (Annisa et al., 2023). In the long run, social media addiction can lead to stress, anxiety, and social isolation, which can negatively impact students' academic development and emotional health (Ma'ruf et al., 2024). Thus, teachers need to provide briefings to students about the negative impact of using social media, if it is used outside the context of learning, it can certainly affect student behavior to be bad (Kurniawati & Utama, 2022).

Fifth, Privacy and security issues. Teachers need to continue studying digital media to improve their competence, knowledge, and skills, which can support their activities, profession, and life as IPS teachers both in schools and madrasas (Mesra et al., 2022). In some cases, many students need help understanding the importance of protecting personal information when using social media, leaving them vulnerable to data protection (Xie & Karan, 2019). As happened at MTs Mathla'ul Anwar Jatiuwung,

Tangerang City, TikTok is used as a learning medium. Where students are less wise in providing personal information that is disseminated publicly, students may inadvertently share personal locations or activities that could threaten their safety (Prasetio, 2023). Seeing this case is very worrying because it can be exploited by irresponsible parties, including the risk of cyberbullying, fraud, or even identity theft for the students themselves. Because they don't understand privacy and security settings, students are more vulnerable to online threats that can have long-term impacts (Finkelhor et al., 2021). Therefore, teachers must provide education when students use technology, such as social media, as a learning medium (Setiadi et al., 2024; Ayuningtyas et al., 2022). So, that this can be used wisely and does not sustainably hurt students.

F. Conclusion

The use of social media (TikTok, YouYube, WhatsApp) as an innovation in Social Science learning in schools and madrasas has a significant impact. It has been proven that the benefits of using social media in learning can create effective learning situations, provide quick access, and enable discussions between teachers and students online. With teacher guidance, social media can enrich the learning experience and increase student engagement in the teaching and learning process. However, remember that using social media in learning has challenges, such as internet connection disruptions, indications of addiction to negative content, disruption of student concentration, reduced direct interaction, and problems such as student privacy and security. This requires a directed approach to integrating technology into the curriculum, where teachers must pay attention to the needs and readiness of students to ensure that the use of social media can optimally support learning goals. In addition, this research is only limited to vulnerable years (2020-2024), and the selection of three predetermined applications. Therefore, it is recommended for future researchers to consider conducting Research and Development (R&D) research. Because as many as 35 article findings have been presented, research with this method has only obtained 7 articles. Of course, this is a recommendation and makes it easier for the next researcher to create learning innovations through social media.

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