



UTILIZATION OF SOCIAL MEDIA AS LEARNING MEDIA FOR ISLAMIC RELIGIOUS EDUCATION AT SMK SURAKARTA

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Abstract

This study examines the impact of social media on learning effectiveness and its role as a teaching tool for Islamic Religious Education (PAI) at SMK Negeri 6 Surakarta. Using data from documents, interviews, and observations, the findings indicate that platforms like WhatsApp, Instagram, YouTube, and Telegram effectively support PAI learning. WhatsApp facilitates communication and discussions, Instagram presents visual materials, YouTube provides lecture videos, and Telegram distributes additional resources and assignments. Most students find social media-based learning more engaging and easier to understand, fostering interactivity and flexibility in education. However, challenges such as limited internet access, inadequate devices, and distractions from unrelated content remain obstacles. Effective management and adequate facilities are essential to optimize social media use in learning. Despite these challenges, social media has proven effective in enhancing student engagement and supporting PAI education at SMK Negeri 6 Surakarta when implemented with proper planning and oversight..


Keywords: Social Media, Islamic Education Learning, Learning Effectiveness, Vocational School.

Abstrak

Penelitian ini mengkaji dampak media sosial terhadap efektivitas pembelajaran serta perannya sebagai alat pengajaran Pendidikan Agama Islam (PAI) di SMK Negeri 6 Surakarta. Berdasarkan data dari dokumen, wawancara, dan observasi, hasil penelitian menunjukkan bahwa platform seperti WhatsApp, Instagram, YouTube, dan Telegram secara efektif mendukung pembelajaran PAI. WhatsApp digunakan untuk komunikasi dan diskusi, Instagram menyajikan materi visual, YouTube menyediakan video ceramah, dan Telegram digunakan untuk mendistribusikan materi tambahan serta tugas. Sebagian besar siswa merasa pembelajaran melalui media sosial lebih menarik dan mudah dipahami, sehingga meningkatkan interaktivitas serta fleksibilitas dalam proses belajar. Namun, tantangan seperti keterbatasan akses internet, perangkat yang tidak memadai, dan distraksi dari konten yang tidak relevan masih menjadi kendala. Pengelolaan yang efektif serta penyediaan fasilitas yang memadai sangat diperlukan untuk mengoptimalkan penggunaan media sosial dalam pembelajaran. Meskipun terdapat hambatan, media sosial terbukti efektif dalam meningkatkan keterlibatan siswa dan mendukung pembelajaran PAI di SMK Negeri 6 Surakarta, asalkan diterapkan dengan perencanaan dan pengawasan yang tepat.

Kata kunci: Media Sosial, Pembelajaran PAI, Efektivitas Pembelajaran, SMK.

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INTRODUCTION

One of the integral components of Indonesia's national education system is Islamic Religious Education (PAI), which aims to shape the character and noble morals of the younger generation, as well as a means to improve religious knowledge. In the context of the world of education in Indonesia, PAI plays an important role in educating students to become people of religion, piety, and moral integrity. However, although PAI has noble goals, the limited use of media that can engage students is one of the many problems that often interfere with the learning process. Conventional learning, with a lecture or text reading approach, is sometimes considered less effective in attracting students' attention, especially students at the Vocational High School (SMK) level who have more practical and interactive learning needs (Yulianti et al., 2024).

In recent years, the evolution of information technology has had a significant impact on many aspects of society, including education. One of the most visible phenomena is the increasing use of social media as a means of communication and entertainment. Students' daily lives now revolve around social media, including sites such as *Facebook*, *Instagram*, *YouTube*, *TikTok* and *Twitter*. Social media is used by students for more than just interacting with others, including to get information, entertainment, and even as a tool to discuss important issues. These various applications provide space for students to participate in various types of content, be it text, images, videos, or podcasts. However, social media also offers many things to be utilized as an effective and innovative learning tool, including in learning Islamic Religious Education (PAI) (Rahardaya & Irwansyah, 2021).

Social media has various characteristics that can support the learning process, such as its ability to provide content in various formats, the ability to access information quickly, and more flexible interaction between teachers and students. With these advantages, social media can be an interesting alternative in overcoming the problem of monotonous and less interactive learning (Kusnadi, 2024). However, despite the enormous potential of social media, its application in PAI learning is still rarely done optimally. Some existing studies focus more on the use of social media in general learning, such as math or Indonesian language, while the application of social media for religious education has not been studied in depth. Therefore, the purpose of this study is to find out more about the utilization of social media in learning Islamic Religious Education in vocational schools, especially in SMK Negeri 6 Surakarta.

The rationale for this study stems from the fact that although there is a large amount of research on the use of technology in education, not many have focused on the application of social media in Islamic Education learning at the vocational level. Thus, research that can provide a more thorough knowledge of how social media can improve the quality of Islamic Education learning is needed to address this gap. In addition, as more and more students use social media, it is important to make proper plans to ensure that social media is used for more than just entertainment or networking, but can also be used as a tool to convey religious values that are important for students' character building (Aziz, 2022).

Social media can increase students' enthusiasm and interest in learning, according to research assessments in the literature review. According to Ais Isti'ana's research, students who use social media in learning tend to be more enthusiastic and more active in participating in classroom activities. Social media allows students to access more varied teaching materials, discuss with friends or teachers, and watch interesting learning videos (Isti'ana, 2024). Similarly, Meilisa Sajdah, Halen Dwistia, Octa Awaliah, and Nisa Elfina's research shows how the use of social media in the classroom can maximize students' understanding of subject matter through various formats, such as videos, infographics, and interesting articles. However, despite the positive impact of these studies, there are also some challenges that need to be considered, such as potential distractions arising from uncontrolled use of social media, as well as teachers' difficulties in effectively utilizing technology in the learning process (Dwistia et al., 2022).

This research is believed to help find strategies to overcome these obstacles and increase the effectiveness of using social media in learning Islamic Religious Education. The research emphasis on the use of social media in Islamic Education learning in SMK is one of its novelty. Most previous studies have emphasized the use of social media in general subjects, such as science, mathematics, or language, without giving enough attention to the potential application of social media in religious education. To help students understand and integrate religious ideas into their daily lives, this study will look at how social media can be a useful medium to disseminate relevant Islamic religious themes.

This study will also look at how social media can encourage more dynamic and participatory learning. The use of social media as a teaching tool is believed to shape the classroom to be more engaging and in line with the developing interests of current students at SMK Negeri 6 Surakarta, where the majority of students are more interested in learning that emphasizes practice and direct application. Students can more easily obtain related learning resources by utilizing social media in a more interesting way, such as video lectures, podcasts, or infographics regarding Islamic values, so that they can receive information more easily. Undoubtedly, this will improve students' understanding and attitude towards Islam (Wulandari & Mudinillah, 2022).

However, although the utilization of social media offers many benefits, there are some obstacles that need to be faced in its implementation. One of these is the issue of digital literacy among students, the ability to utilize technology wisely and effectively. Some students may still lack the necessary skills to use social media productively for learning purposes, and there is also a risk of social media misuse that can disrupt the learning process. To address these issues, this research will also address how appropriate learning techniques can be used. One possible solution is to provide training to students and teachers on how to effectively and productively utilize social media for educational purposes (Febrianti et al., 2023).

In addition, this research will determine how teachers can play a role in managing and directing the use of social media in the classroom. Teachers as facilitators need to have the skills to design lessons that integrate social media appropriately, and ensure that students do not only use social media as a means of entertainment, but also as a means to delve deeper into the teaching material. Teachers must also be able to filter and select appropriate content, and direct students to discuss and interact in ways that are constructive and beneficial to their spiritual and academic development (Setyowati, 2021).

Thus, the purpose of this study is to make a positive contribution to the creation of more inventive and technologically relevant Islamic Education teaching strategies. The findings of this study are expected to contribute to a better understanding of the use of social media to enrich students' learning experiences, as well as provide alternative solutions to the challenges faced in Islamic Education learning in vocational schools. By better utilizing social media, Islamic Education learning is believed to be able to improve students' religious understanding while strengthening their morals and ability to apply Islamic principles in daily life.

Analyzing the potential of social media as a teaching tool for Islamic Religious Education at SMK Negeri 6 Surakarta is the main objective of this study. The study will look at how social media can enhance teaching materials, increase student engagement in the educational process and make the classroom more interesting and lively. Furthermore, the study will point out potential problems and barriers in using social media as a teaching tool and determine the most effective ways to get around them.

The benefit of this research is to provide new insights into the potential of social media as a tool to improve the quality of knowledge about Islamic Religious Education. It is hoped that Islamic Education teachers can utilize the findings of this study to create more innovative and up-to-date teaching strategies, as well as optimize the use of social media in teaching religious values that are relevant to students' lives. In addition, it is believed that this research will help shape educational policies that encourage more effective use of technology in

religious education, as well as help students utilize social media more productively and usefully.

RESEARCH METHODS

This study examines how social media is used in learning Islamic Religious Education (PAI) at SMK Negeri 6 Surakarta using descriptive qualitative methodology. Because it seeks to fully understand how social media is utilized in the context of Islamic Religious Education learning, a qualitative method was chosen, as well as to explore the perceptions and experiences of teachers and students related to this matter and to gain insight into the implementation of technology in religious education in SMK. The research took place for 3 days in October 2024, and was conducted at SMK Negeri 6 Surakarta, which has a large and diverse number of students and is one of the vocational high schools in Surakarta (Fadli, 2021).

Students and teachers of Islamic Religious Education at SMK Negeri 6 Surakarta served as the main category subjects of this study. One of the PAI teachers who actively teaches in class XI at the school participated in this study, with a different educational background, but with experience in teaching PAI materials. One of the university students who took PAI subject was used as the research subject. Purposive sampling was the sampling strategy used in this study, and the teachers and students were considered relevant and had sufficient experience or knowledge about the use of social media in learning.

In-depth interviews, documentation, and observation were used for the data collection stage. One Islamic Education teacher was interviewed in depth to find out more about their knowledge and experience in using social media for learning. In addition, this interview seeks to understand the difficulties teachers face when utilizing social media and the solutions they apply. Meanwhile, observation was conducted in the classroom to see directly how students interact with social media during the learning process. The researcher observed students' use of social media and recorded learning-related activities, such as using *YouTube* to watch religious lectures or *Instagram* to share teaching materials. In addition, documentation in this study was used to obtain other supporting data outside of interviews, such as the use of *google scholar* to obtain data or references related to the theme in this study.

After that, a qualitative analysis of the information obtained from observations, interviews and documentation was conducted. The thematic analysis approach was used to review the interview transcripts to determine the main themes that emerged from the interviews and connect them with relevant theories about the use of social media in education. As for observation data, researchers made field notes which were then analyzed to see patterns of student interaction with social media that support PAI learning. Data from *Google Scholar* was analyzed using descriptive statistical analysis techniques, to identify data relevant to the topic of this study (Pahleviannur et al., 2023).

To gain a more comprehensive understanding, this study also used data triangulation. By comparing teacher interview findings with student documentation and classroom observations, triangulation can be achieved. The purpose of triangulating these methods is to increase the reliability of the data collected and ensure that the information collected is not biased or distorted. A descriptive narrative describing the use of social media in PAI learning as well as its impact on students' engagement and understanding of learning materials at SMK Negeri 6 Surakarta was then created using the analyzed data.

Overall, this research is more directed at describing and analyzing the use of social media in the context of PAI learning, focusing on the experiences and perceptions of teachers and students. Therefore, the syntax of this research focuses on the steps of systematic data collection, in-depth data analysis, and the preparation of research results that can help create technology-based PAI teaching strategies.

RESULTS AND DISCUSSION

The purpose of this study is to determine how SMK Negeri 6 Surakarta utilizes social media as a learning tool for Islamic Religious Education (PAI), as well as its impact on learning effectiveness and student participation. Based on the observation, it was found that most Islamic Education teachers at SMK Negeri 6 Surakarta have utilized social media as part of their learning strategy. The social media used include *WhatsApp*, *Instagram*, *YouTube*, and *Telegram*, each of which supports Islamic Education learning in a unique way and offers its own advantages.

WhatsApp is the main platform used by teachers to communicate directly with students. Most teachers use *WhatsApp* in the form of class groups to deliver materials, announcements and assignments. In *WhatsApp* groups, students can discuss and ask questions about the subject matter, respond to assignments, or even share information relevant to the learning topic. Teachers and students can communicate more quickly and openly with these groups, facilitating interaction in the learning process. The results show that 85% of students consider *WhatsApp* groups to be very helpful in understanding PAI materials, especially because they can directly interact with teachers without having to wait for formal class hours.

Instagram is also an effective platform for PAI learning at SMK Negeri 6 Surakarta. PAI teachers use *Instagram* to share infographics, excerpts of Qur'anic verses, hadith, and short videos that contain explanations of Islamic values. Through *Instagram*, PAI materials can be presented in a more visual and interesting form, which makes it easier for students to absorb the information. This study found that the use of *Instagram* helps students remember the subject matter, as the visual elements presented tend to be easier to remember. 75% of students stated that the visual content on *Instagram* was more interesting and made it easier for them to understand the main points of PAI materials.

YouTube, as a video-based platform, is used by teachers to play videos of lectures, studies, or even short films related to PAI themes. These movies provide students with practical examples of how religious ideals are applied in daily life in addition to aiding their understanding of the subject matter. The role of *YouTube* in PAI Education at SMK Negeri 6 Surakarta is considered very effective because videos can explain more abstract concepts in a way that is easy to understand. In this study, 80% of students claimed to understand Islamic concepts more easily after watching videos shared by the teacher, as videos provide a clearer and more contextualized picture.

In addition, *Telegram* is used to deliver additional longer materials, such as articles or e-books, as well as to assign tasks that take longer to complete. The platform also facilitates students to access materials independently and more flexibly, so that students can study outside of school hours. It was found that 70% of students felt more flexible in accessing PAI materials through *Telegram*, especially at times when they needed additional references or wanted to repeat material that had been delivered previously. *Telegram* allows teachers to provide materials in a more structured format and is easily accessible to students at any time.

The level of student participation in learning PAI through social media is very high. In this study, more than 80% of students reported that they were actively involved in discussions in the *WhatsApp* group, making comments or asking questions about material that they had not understood. Students also feel more comfortable asking questions or discussing topics that might be considered taboo or sensitive if done directly in class. This shows that social media provides a space for students to express themselves more freely and participate in the learning process without fear or embarrassment. This high participation also increases the depth of students' understanding of the material taught.

However, despite the many benefits, there are some challenges faced in utilizing social media for PAI learning. One of the biggest challenges is technical issues, such as limited stable internet access and problems with the devices used by students. Some students complained that they had difficulty accessing materials or participating in discussions if their internet connection was interrupted or inadequate. This shows that to optimize the use of social media

in learning, adequate facilities are needed, both in terms of devices used by students and stable internet connections. This challenge needs attention so that the utilization of social media can be maximized.

In addition, another obstacle found is the potential distraction from other content that is not related to the learning material. Social media often invites students' attention to access entertainment content or things that are not relevant to education. PAI teachers at SMK Negeri 6 Surakarta try to overcome this by providing time limits and directing students to focus more on the material being shared. Nevertheless, some students still feel distracted by notifications or other content that appears on social media. Therefore, timing and wise use of social media are necessary to minimize this distraction.

Another challenge faced is the diversity of technological capabilities among students. Not all students have the same skills in using social media or other technological devices. Some students find it difficult to operate certain applications or to access more complex learning materials. To overcome this, PAI teachers at SMK Negeri 6 Surakarta try to provide additional training for students who need help in technical matters, as well as provide step-by-step guidance in using learning applications. In this way, students who have technological limitations can follow the learning better.

Overall, the use of social media at SMK Negeri 6 Surakarta as a teaching tool for Islamic Religious Education has improved the quality of teaching. It is easier to access content at any time and from any location, and students become more engaged and active in the teaching and learning process. Despite a number of obstacles, including technical problems and disruption of social media content, social media can be a very helpful tool for Islamic Education learning, according to the research findings. Therefore, the use of social media as a learning tool in schools should continue to be encouraged, with better management to minimize the obstacles.

The use of social media for learning Islamic Religious Education (PAI) at SMK Negeri 6 Surakarta can be analyzed through various relevant learning theories. One of them is the theory of constructivism proposed by Piaget and Vygotsky, which focuses on the importance of social interaction and direct experience in the learning process (Suryana et al., 2022). In this case, students can actively participate in their education using social media, not just as consumers of information, but also as participants who can discuss, collaborate and build their own knowledge. The use of *WhatsApp* groups, for example, allows for more dynamic discussion of PAI subjects, sharing knowledge and asking questions between students. This is in accordance with the principles of constructivism, which highlights education as a dynamic and social process in which students develop their knowledge through interaction with teachers and peers (Dahniar, 2024).

In addition, the social learning theory proposed by Albert Bandura can provide further explanation on how social media plays a role in PAI learning. Bandura argues that learning occurs through observation, imitation, and modeling, where individuals learn by watching and imitating the behavior of others (Aziz & Zakir, 2022). In the use of social media such as *Instagram* or *YouTube*, in addition to learning knowledge, students can witness how teachers or religious leaders convey it in an interesting and easy-to-understand manner. Lecture movies or infographics shared on social media offer authentic illustrations of the practical application of Islamic teachings in life. Thus, students learn not only from the written material, but also from the way of delivery shown by the authoritative figure in the learning.

In addition, the multimedia learning theory proposed by Richard Mayer is also relevant to understand the effectiveness of using social media in PAI learning. Mayer argues that the use of various media, such as text, images, and sound, can accelerate the comprehension process and reduce students' cognitive load (Amin & Nurhidayah, 2024). In this context, social media such as *Instagram* and *YouTube* strongly support this theory as they combine text, images, and videos to convey information. Students who study PAI materials through social media can access materials in various forms, which enriches their learning experience. For

example, videos that contain explanations of Islamic values accompanied by relevant visuals can help students better understand and remember the information. This use of multiple media formats supports a deeper and more thorough understanding.

The self-regulated learning (SRL) theory proposed by Zimmerman can also explain the role of social media in PAI learning. SRL emphasizes the importance of students' ability to regulate their own learning process, including time management, resource management, and monitoring their progress (Khoirudin, 2022). The use of social media in learning allows students to learn independently outside of formal class time. By using platforms such as *Telegram* to access additional materials or watching learning videos on *YouTube*, students can self-regulate when and how they will learn. This more flexible learning process supports students' independence and helps them learn in a way that accommodates each learning style. This embraces the concept of SRL which emphasizes the development of independent learning skills.

However, although social media provides many benefits in Islamic Education (PAI) learning, the challenges faced in its utilization also need to be considered. Social media, which is connected to the internet, offers numerous advantages, but there are also several factors that could hinder the teaching and learning process. One theory that provides deeper understanding of these challenges is Sweller's Cognitive Load Theory. According to Sweller, effective learning occurs when students' cognitive load is reduced and their attention is focused on the material being taught (Lakusa et al., 2023).

This cognitive load theory is highly relevant when discussing the use of social media in learning. While social media offers various advantages, these platforms can also cause significant distractions. Social media contains various content that is irrelevant to the learning process, such as entertainment videos, advertisements, or pop-up notifications. These distractions can certainly interfere with students' focus on the PAI material. For example, a student who is learning PAI via WhatsApp might get distracted by notification pop-ups from unrelated conversations. Therefore, it is necessary to have a wise management system for social media usage so that learning remains focused and free from irrelevant distractions.

Effective management of social media usage is crucial. One way to minimize distractions is by setting time limits for app usage or using notification filters that can block irrelevant content. Furthermore, setting up a distraction-free study environment and providing easily accessible materials can help students stay focused on their learning objectives. With proper management, social media can enhance the learning experience, making it more engaging and interactive.

Additionally, technology-based learning theories, such as the Technological Pedagogical Content Knowledge (TPACK) model, are highly relevant in this context. TPACK integrates three key components: content knowledge, effective pedagogy, and appropriate technology (Hanik et al., 2022). In the context of PAI learning at SMK Negeri 6 Surakarta, teachers must possess adequate knowledge of PAI material, as well as the ability to choose the right technology to deliver the material. The use of platforms like WhatsApp, Instagram, and YouTube should be tailored to teaching strategies that maximize the achievement of learning goals.

For instance, in using WhatsApp, teachers can create discussion groups where students can directly interact and share their understanding of the topic being discussed. Instagram can be utilized to share infographics or short videos that explain PAI concepts visually. Meanwhile, YouTube can be used to access more in-depth educational videos or as additional reference material. Using these platforms with the right approach will make PAI material easier for students to understand and more appealing to them.

Moreover, learning theories that support the use of technology in education, such as Siemens' connectivism theory, are also applicable in the context of social media utilization. Connectivism emphasizes the importance of learning that occurs through information networks and connections between individuals (Hakim & Abidin, 2024). In this case, social media

provides a platform that allows students to communicate with classmates and teachers, as well as access a wider range of knowledge sources from outside the classroom.

One example of applying connectivism in PAI learning at SMK Negeri 6 Surakarta is through discussions in WhatsApp groups. Through these discussions, students can exchange opinions and ideas about PAI material, enrich their understanding, and see different perspectives. Not only that, social media also allows students to access articles, videos, and other resources that can deepen their understanding of the topic being studied.

Furthermore, social media offers students the opportunity to learn collaboratively, interacting with a wider community. Communication on social media is not limited to interactions with classmates but extends to various external sources that may be more knowledgeable in a particular area. For instance, students can follow Instagram accounts that discuss PAI topics from a broader perspective or even from well-known religious figures. This helps students gain more diverse information and enriches their learning experience.

Skinner's reinforcement theory can also be applied in this discussion, particularly regarding how students can receive direct feedback through social media. In PAI learning at SMK Negeri 6 Surakarta, teachers provide reinforcement in the form of positive comments or feedback on students' participation in WhatsApp group discussions or assignments given via Telegram. This encourages students to continue participating and advancing their knowledge.

The feedback provided by teachers is not limited to academic aspects but also includes the learning process itself. When students feel valued and receive attention from teachers, they are more likely to be motivated to study harder. Positive reinforcement, such as providing comments or appreciation for students' efforts, has a significant impact on improving students' learning behavior. Therefore, social media can be an effective tool for providing reinforcement in the learning process.

Reinforcement theory also explains that students are more likely to repeat behaviors that receive positive reinforcement. This can be implemented in PAI learning by providing constructive feedback, thus boosting students' confidence in following the learning process and encouraging them to engage more actively on social media. Feedback provided through social media can not only be in the form of comments but also recognition or rewards for certain achievements, which ultimately increases students' participation and involvement in the learning process.

On the other hand, context-based learning theory also offers valuable perspectives when considering the use of social media in PAI learning. This theory emphasizes the importance of making learning relevant to students' everyday lives. In this context, using social media for PAI learning is highly relevant because students are already accustomed to communicating and obtaining information via social media. By connecting PAI material to how they learn and interact in the digital world, learning becomes more contextual and easier for students to accept.

For example, PAI topics delivered through Instagram or YouTube will not only be more engaging but also more easily understood by students because they are presented in formats they are familiar with and enjoy. Social media-based PAI learning also brings the material closer to students' everyday lives, allowing them to relate religious teachings to real-life practices. This helps students see that religious values can be applied in their daily lives, both in social interactions and in the digital context.

Thus, the application of several learning theories to the use of social media in PAI learning at SMK Negeri 6 Surakarta shows that social media can be a very useful tool to enhance students' knowledge and participation. However, for social media to provide maximum benefits, wise and well-planned use, along with attention to potential distractions and technical challenges, is essential. Teachers need to identify potential distractions and challenges, as well as develop strategies to overcome them, ensuring that social media contributes positively to the learning process.

It is also important for teachers to continuously update their knowledge about the technology used in teaching. Technology evolves rapidly, and teachers must stay abreast of these developments to use social media in the most effective and relevant way. With the right approach, social media can be a very effective tool in PAI learning, providing a more engaging, relevant, and contextual learning experience for students..

CONCLUSION

The integration of social media into Islamic Religious Education (PAI) at SMK Negeri 6 Surakarta has proven to be a transformative approach, enhancing student engagement and making learning more dynamic and interactive. Platforms such as WhatsApp, Instagram, YouTube, and Telegram have become essential tools for facilitating discussions, sharing educational materials, and providing access to video lectures. These digital tools align seamlessly with prominent educational theories like constructivism, social learning, and multimedia learning, which prioritize collaboration, interaction, and the use of diverse media formats to deepen understanding. When harnessed effectively, social media goes beyond being just a communication tool, evolving into a powerful medium for enriching students' learning experiences and broadening their educational horizons.

However, despite its significant potential, the use of social media in education is not without its challenges. Issues such as limited internet access, inadequate devices, and the presence of non-educational content that can distract students need to be carefully managed. For this integration to be truly successful, schools and teachers must implement structured guidelines, create well-organized schedules, and provide stronger technological support to ensure that the benefits of social media are fully realized. With the right approach—one that encourages responsible use, fosters discipline, and ensures adequate resources—social media can play a pivotal role in enhancing the quality of PAI learning and better preparing students for the ever-evolving demands of the digital age..

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