

The Level of Knowledge and Skill of Teachers of Islamic Education Regarding the Use of Social Media in Teaching and Learning

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Abstract

Implementation of digital education is a major step in the effort to upgrade education to reach international standards. In the meantime, the task of teachers is becoming more and more challenging as they adapt to new habits in the direction of digitalization in the education sector. The current situation requires the mastery of knowledge and skills related to digital technology by each teacher. The investigation aims to identify the level of readiness of knowledge and skills towards the practice of using social media in the teaching and dissemination of Islamic education. The method used in this research is a quantitative approach. The survey focused on 50 teachers at Islamic education high school in the Hulu Langat area of Selangor. There are three structures used to collect data collected through Google Forms, and it is analyzed using the statistical packages for the social sciences (SPSS) software version 22. In this survey, it shows that the level of knowledge and skills towards the use of social media among the teachers of Islamic education is at a high level overall. This gives a clear picture of how teachers of Islamic education in the Hulu Langat, Selangor are optimistic about the use of social media. Therefore, social media has a high potential to be used as a method of teaching and dissemination in the future. To realize the use of digital technology and social media in the education sector, the involvement of all parties, from the top to the bottom, must play a role and must work together to enable social media use in teaching and facilitating. The proceeds from this research are also expected to help teachers of Islamic education and the Malaysian Ministry of Education (MOE) in their efforts to produce educators who are knowledgeable, skilled, and willing to use social media technology in teaching and education.

Keywords: Readiness, Knowledge, Skill, Digital Education, Social Media

Introduction

The education sector in Malaysia is also on the verge of a shift towards using digital technology to improve the quality of technology-based teaching and learning. Malaysia has the most

flexible and robust cybersecurity and connectivity (Syjarul Imna et al., 2022). This makes the educational sector in Malaysia take sharp steps forward more effectively, as well as harnessing the power of digital learning to realize holistic, high-quality education to shape the future of Malaysia.

The digital education scenario in Malaysia has been launched in June 2020 by the Ministry of Education (KPM) through the DELIMa platform, or 'Digital Educational Learning Initiative Malaysia, which is a digital learning medium for teachers, educators, and pupils. DELIMa offers all the applications and services required by teachers and students in the Malaysian school system, including technologies and resources that enable digital learning, with an average of 1.7 million monthly active users, making it one of the largest national uses in the world (Subban et al., 2022), covering 10,000 schools, 370,000 teachers, and 2.5 million students. With the ability of governments and non-governmental bodies to provide digital infrastructure to teachers, students, and schools, Malaysia should be able to take a major step in digital transformation and preparedness for the future.

The guidance plan for the teaching and learning of Islamic education has also undergone major changes in the era of digital technology around the world (Razali et al. 2019). In the 21st century, mobile technology with the integration of interactive Web 2.0 Internet-based applications, better known as online social media, is becoming clearer and more proactive in our lifestyles. The world is rapidly preparing to maximize the use of the latest technology through the fourth industrial revolution. (IR 4.0). Therefore, education today needs to emphasize and apply increasingly advanced technologies to generate new styles in the medium of teaching and learning. Therefore, it is indisputable that Islamic Education Teachers (GPI) are the dominant and influential agents of change towards the transformation of education towards digital education. The GPI should always be prepared and make improvements in teaching to diversify and empower the pedagogy used in the teaching methods. The GPI needs to work harder to improve the teaching of Islamic education to better prepare students to face current changes and challenges.

Teachers of Islamic Education have played an important role as drivers in realizing the aspirations of the seventh Wave 3 Education Development Plan of Malaysia (PPPM) (2013-2025), moving quickly and effectively. The selection of appropriate methods and approaches should be based on the situation and needs of students. This is important because it is one of the main keys to determining the effectiveness of the PdPc process (Nur Asmah Abdullah & Muhammad Shawal Amran, 2021). Knowledge and skills in the teaching and learning process are the most important elements, in addition to the attitude of a GPI, in ensuring the continuation of the session runs smoothly and effectively. The criteria that an educational change agent must have in the context of knowledge and skills in applying the practice of using social media become a necessity for delivering the content of teaching. It is closely linked to the knowledge and skills of teachers to face the challenges of the college profession, form an effective learning environment, and successfully influence the motivation of students. Knowledge is a major domain with a combination of skills related to the use of technology. The researchers will outline the key construction in this research, namely the availability of the knowledge and skills aspects of GPI in PdPc using digital social media technology.

A study conducted by Jamal Abdul Nasir Ansari and Nawab Ali Khan (2020) shows that mobile devices and social media play an important role in improving college careers and student academic performance. The use of mobile devices and social media can provide futuristic and dynamic teaching and learning opportunities (Jonathon Reinhardt, 2019). Besides, the study conducted by Agus Budiman and Moh. Al-Ahyar (2022) agreed that social media is today's

digital platform that is relevant for efficiently and quickly channeling teaching. In addition, it is also supported by Nur Syahirah Jarawi and Hafizhah Zulkifli (2020), who formulate that during the teaching session, a GPI should master a variety of knowledge and teaching methods that are appropriate to technological progress in an orderly manner.

Problem Statement

There are two main issues that will be addressed in this study, namely the level of readiness from the knowledge and skills point of view of the teachers of Islamic education and the use of social media in teaching and learning. The first focus that will be highlighted by researchers in this study is the element of readiness in terms of GPI knowledge for the use of digital social media technology in PdPc. The three main milestones in the context of the knowledge a teacher needs to have been technological knowledge, content knowledge, and pedagogical knowledge (Noryana Mohd Nor et al. 2019). The climate of teaching and broadcasting using social media has become the trend of the day. It's said to be more open, relaxed, and less formal, celebrating the diversity of students' ideas. In the face of the phenomenon, a complaint against the mastery of social media science is being demanded from all teachers, especially the GPI.

In addition, the first issue in this research focuses on the context of social media and digital technology knowledge in the implementation of teaching and development. The researchers found that the level of readiness of teachers for social media and digital technology platforms is still at a weak level. This has been supported by a study by Muhammad Zulazizi Mohd Nawi & Azmil Hashim (2020); Mohd Noh et al. (2016) that 39 percent of teachers in schools have a weak level of knowledge about the use of computers in teaching and learning, and this will trigger further problems if the GPI does not master such knowledge and skills. A study by Siti Nurfitri Moyang and Khadijah Abdul Razak (2022) also proved that the lack of knowledge and understanding of GPI is still causing many teachers to still use conventional methods such as illustration and training in their teaching and not use internet media to support online teaching and learning. A study conducted by Muhammad Zulazizi Mohd Nawi et al. (2020) also stated that GPI is said to lack the integration of digital technology through the media because most of them say they are still afraid to use multi-media technology software in teaching and dissemination.

To advance the transformation towards digital education, the research that is being carried out is very much in line with the issues that are being raised. Muhammad Zulazizi Mohd Nawi et al. (2020) also noted that the level of use of multi-media technology software for teaching and learning among Islamic Education Teachers (GPI) is still at a moderate level. The inability of some teachers to use digital social media technology is also identified because of the full acceptance of transformation towards a system of learning, conceptualizing, and virtualizing. The inability to use this is caused by the failure of the knowledge aspect of the technology itself. Although the level of knowledge availability is divided into technology knowledge, content, and pedagogy, researchers focus more on this research in the context of technology knowledge because of its association with the use of social media and digital technology.

Next, the second issue in this study or research issue is focused on the skills of GPI in handling digital social media technologies in PdPc, which is still less practical. Students are increasingly exposed to the use of social media and the latest gadget (Julia Madzalan et al. 2022) so that sometimes students' skills exceed the skills of teachers. A variety of innovations and approaches are needed to make teaching and education in demand in line with educational goals. For example, there are some students who prefer fast-paced learning because they are

exposed to resources that enrich their knowledge. However, there are also students in the same class who may be slightly weak in their learning. Then they need a longer period to understand the content of the teaching. This is because different levels of student acceptance of the subjects presented also have an impact.

The use of social media in teaching and dissemination is in line with the wishes of the Malaysian Ministry of Education to take advantage of the field of information technology (Nurul Shakirah & Intan Shafinaz 2019). Changing the way learning now involves students actively, critically, creatively, and collaboratively can increase the level of learning and knowledge building as well as implement lifelong learning. Social media applications can offer alternatives to improving the quality of education while teachers can manage teaching materials, creating a more effective and dynamic learning environment. (Nurul Shakirah & Intan Shafinaz, 2019).

Research Objectives

This research is conducted to meet the following objectives:

1. Identify the level of knowledge of teachers of Islamic education about the use of social media.
2. Identify the level of skills of teachers of Islamic education against the use of social media.

Methodology

Sampling for this study uses simple random sampling. This type of malfunction giving equal opportunities to every individual to represent the population. Based on the table of Krejcie, R.V., and Morgan, D.W. (1970), a total of 50 samples were selected to validate the study. Studies have been conducted on teachers at Islamic Education High School in Hulu Langat District, Selangor.

Study Instruments

The questionnaire form is often used in research to determine the level of readiness from the point of view of a person's knowledge and skills. By the way, a set of questionnaire forms was selected as a tool in this study to gather data. The student's questionnaire set contains Part A and Part B, where Part A represents the demographics of the teacher involved. Part B questions test the level of knowledge, and Part C questions the teacher's level of skill in the use of social media in teaching and learning. Study data was collected using a Likert-scale survey questionnaire adapted from previous studies. The data collected is analyzed descriptively. The questionnaire was adapted from Moyang, S. N., and Razak, K. A. (2022) for knowledge construction; Rou, L. J., et al. (2022) and for construction skills. The method used to analyze the data is Statistical Package for the Social Sciences (SPSS) version 22.0.

This study uses descriptive analysis to analyze the questionnaire. In determining the stage of each construction, this study uses Nunally's (1978) interpretation of data analysis, as shown in Table 1

Table 1

Interpretation min

Min Score	Interpretation
1.00 – 2.00	Low
2.01 – 3.00	Simple
3.01 – 4.00	Simple High
4.00 – 5.00	High

Source: Nunally 1978

Findings and Discussion

The results of this study are preceded by a presentation of the study respondent's profile and followed by the results of the research in a descriptive and inferential manner. There were two study objectives achieved in this study. First, identify the level of teachers' knowledge of social media usage. Second, identify the level of teachers' skills for social media usage. The results of the study are presented in a table. Finally, this chapter ends with a study formula.

Level of Knowledge of Teachers of Islamic Education About Social Media Usage

The results of the study answered the objective and question of the first study, which was to identify the level of knowledge of the teachers of Islamic education about the use of social media. This instrument was measured using a Likert scale, where respondents were asked to mark a degree of agreement on a statement on a scale of 1 to 5 (1 = very disagree and 5 = very agree). Instead of giving a clearer picture, descriptive analysis is used, as shown in Table 2.

Table 2

Level of Knowledge of Teachers of Islamic Education About Social Media Usage

No	Statement	1	2	3	4	5	Min.	SD
	I know;							
B1	using a computer	0 (0.0)	0 (0.0)	0 (0.0)	11 (21.2)	39 (78.8)	4.79	.415
B2	using social devices other than computers	0 (0.0)	0 (0.0)	0 (0.0)	12 (24.2)	38 (75.8)	4.76	.435
B3	the Malaysian Ministry of Education (MOE) encourages educators to use social media in teaching and broadcasting towards Digital education	0 (0.0)	0 (0.0)	0 (0.0)	12 (24.2)	38 (75.8)	4.76	.435
B4	on the development of the use of digital technology in education	0 (0.0)	0 (0.0)	0 (0.0)	3 (6.1)	47 (93.9)	4.94	.242
B5	social media has a lot of users	0 (0.0)	0 (0.0)	0 (0.0)	18 (36.4)	32 (63.6)	4.64	.489
B6	most Internet users have social media platforms	0 (0.0)	0 (0.0)	0 (0.0)	8 (15.2)	42 (84.8)	4.85	.364
B7	majority of teachers have social media accounts	0 (0.0)	0 (0.0)	0 (0.0)	18 (36.4)	32 (63.6)	4.64	.489

B8	personal social media accounts must be separated from special accounts for teaching and dissemination	0 (0.0)	0 (0.0)	0 (0.0)	12 (24.2)	38 (75.8)	4.76	.435
B9	most Z-generation students have mobile phones and the Internet, which allows them to browse social media	0 (0.0)	0 (0.0)	0 (0.0)	15 (30.3)	35 (69.7)	4.70	.467
B10	a lot of additional teaching materials are available through social media	0 (0.0)	0 (0.0)	0 (0.0)	5 (9.1)	45 (90.9)	4.91	.292
B11	the teaching material on the social media platform helped me with the provision of additional teaching materials	0 (0.0)	0 (0.0)	0 (0.0)	14 (27.3)	36 (72.7)	4.73	.452
B12	there are many benefits to social media if used in the right way	0 (0.0)	0 (0.0)	0 (0.0)	15 (30.3)	35 (69.7)	4.70	.467
B13	the teaching delivered through social media will spread rapidly and widely	0 (0.0)	0 (0.0)	0 (0.0)	9 (18.2)	41 (81.8)	4.82	.392
B14	teaching materials shared on social media will provide continuous rewards if the account is not disabled	0 (0.0)	0 (0.0)	0 (0.0)	8 (15.2)	42 (84.8)	4.85	.364
B15	the use of social media in teaching Islamic education can foster learning collaboratively and creatively	0 (0.0)	0 (0.0)	0 (0.0)	17 (33.3)	33 (66.7)	4.67	.479
B16	additional teaching materials can be uploaded to social media platforms as references and additional notes for my students or the public	0 (0.0)	0 (0.0)	0 (0.0)	9 (18.2)	41 (81.8)	4.82	.392
B17	social media can be used to find information	0 (0.0)	0 (0.0)	0 (0.0)	14 (27.3)	36 (72.7)	4.73	.452
B18	there's a lot of exposure in social media for me to learn and take advantage of to enhance my knowledge in teaching	0 (0.0)	0 (0.0)	0 (0.0)	14 (27.3)	36 (72.7)	4.73	.452
B19	teaching and learning through social media is one of the partnerships in student involvement	0 (0.0)	0 (0.0)	0 (0.0)	3 (6.1)	47 (93.9)	4.94	.242

B20	teaching using social media will take a long time and NOT be effective	0 (0.0)	0 (0.0)	0 (0.0)	33 (66.7)	17 (33.3)	4.67	.479
Total							4.77	.229

#SD: Standard Deviation

There is one negative item stated in the negative form (*) that has been recorded before being analyzed to give an overview of the knowledge of Islamic education teachers about the actual use of social media. All twenty of these items have high scores, with the range of minimum items being between (min = 4.64 and min = 4.94). The results of this study show that item B4 is "I know about the development of the use of social technology in education," and item B19 is "I know teaching and learning through social media is one of the partnerships in students' engagement." recording the highest min (min = 4.94, SD = 0.242). While item B5 is "I know social media has a lot of users," and item B7 is "I know the majority of teachers have social media accounts," both recorded the lowest min (min = 4.64, SD = 0.489). Overall, the Islamic education teacher's knowledge score on the use of social media is at a high level with a score of (min = 4.77, SD = 0.229).

Level of Skill of Teachers of Islamic Education Against Social Media Usage

The conclusion of this study is to answer the objective and question of the second study, namely, to identify the level of Islamic education teachers' skill in the use of social media. Instead of giving a clearer picture, descriptive analysis is used, as shown in Table 3.

Table 3

Level of Skill of Teachers of Islamic Education Against Social Media Usage

No	Statement	1	2	3	4	5	Min.	SD
	I'm skilled to:							
C1	using social media on YouTube to teach and learning	0 (0.0)	0 (0.0)	3 (6.1)	6 (12.1)	41 (81.8)	4.76	.561
C2	using social media on Facebook to teach and learning	0 (0.0)	0 (0.0)	8 (15.2)	9 (18.2)	33 (66.7)	4.52	.755
C3	using social media on Instagram to teach and learning	0 (0.0)	0 (0.0)	18 (36.4)	8 (15.2)	24 (48.5)	4.12	.927
C4	using social media on Twitter to teach and learning	0 (0.0)	0 (0.0)	21 (42.4)	9 (18.2)	20 (39.4)	3.97	.918
C5	using social media on TikTok to teach and learning	0 (0.0)	0 (0.0)	15 (30.3)	9 (18.2)	26 (51.5)	4.21	.893
C6	build text (writing) to be uploaded on social media.	0 (0.0)	0 (0.0)	3 (6.1)	6 (12.1)	41 (81.8)	4.73	.574
C7	provide audio materials to be uploaded on social media.	0 (0.0)	1 (3.0)	14 (27.3)	6 (12.1)	29 (57.6)	4.24	.969

C8	provide visual materials to be uploaded on social media.	0 (0.0)	0 (0.0)	3 (6.1)	6 (12.1)	41 (81.8)	4.76	.561
C9	provides text (written), audio (voiced), and visual (pictured) teaching materials to be uploaded on social media.	0 (0.0)	1 (3.0)	14 (27.3)	6 (12.1)	29 (57.6)	4.24	.969
C10	using teaching materials shared by other teachers of Islamic education on social media platforms and using them for my teaching	0 (0.0)	0 (0.0)	1 (3.0)	9 (18.2)	40 (78.8)	4.76	.502
C11	share teaching materials on my social media platform for use by other teachers of Islamic education	0 (0.0)	1 (3.0)	8 (15.2)	6 (12.1)	35 (69.7)	4.48	.870
C12	teach my fellow teachers of Islamic Education in my school how to use social media if they need teaching	0 (0.0)	1 (3.0)	6 (30.3)	3 (6.1)	30 (60.6)	4.24	1.001
C13	control the teaching and learning sessions by sharing the material contained in the social media platform	0 (0.0)	0 (0.0)	6 (12.1)	11 (21.2)	33 (66.7)	4.55	.711
C14	conducting teaching and dissemination sessions involving students to create collaborative and creative learning	0 (0.0)	0 (0.0)	11 (21.2)	9 (18.2)	30 (60.6)	4.39	.827
C15	make material shared on social media available for personal, group, or public viewing	0 (0.0)	0 (0.0)	2 (3.0)	3 (6.1)	45 (90.9)	4.88	.415
C16	use the comment room to answer questions asked by students on social media platforms	0 (0.0)	0 (0.0)	2 (3.0)	3 (6.1)	45 (90.9)	4.88	.415
C17	delete shared material if circumstances require me to do so	0 (0.0)	0 (0.0)	3 (6.1)	3 (6.1)	44 (87.9)	4.82	.528
Total							4.50	.581

The conclusion of this study was to answer the objective and question of the second study, namely, to identify the level of skill of teachers of Islamic education regarding the use of social media. In this study, the level of skills of teachers of Islamic education towards the use of social media was measured by 17 items. While another item has a medium-high score, with the min range of items being between (min = 3.97 to min = 4.88). The results of this study showed that item C15, "I am skilled to make material shared on social media available for personal, group, or public viewing" and item C16, "I am skilled to use the comment room to answer questions posed by students on the social media platform," recorded the highest interest (min = 4.88, SD = 0.415). While item C4 is "I am skilled to use social media such as Twitter in teaching and learning," it also recorded the lowest min (min = 3.97, SD = 0.918). Overall, the teachers of

Islamic education skill score towards social media use are at a high level, with a score of (min = 4.50, SD = 0.581).

The level of knowledge and skill is among the components in testing the level of teacher readiness. Overall, this study found that the level of knowledge and skill in the use of social media among the 50 respondents, consisting of teachers of Islamic Education in the High School of Hulu Langat area, is high. The al-Ghazali teaching model (2007) emphasizes that a teacher needs to have a diversity of knowledge and skills to understand how best to convey the content of teaching to students by taking individual differences into account, such as the fact that, as is commonly known, students or adolescent groups are very close to social media phenomena and they spend a lot of time browsing social media (Noor Zainan et al., 2021). This is in line with the aspiration of the Digital Education Policy introduced by KPM to empower educators with new habits and guide the world towards the wave of digitalization in education.

According to the study of Nur Hafizah Razali & Fariza Khalid (2021) proved that learning using mobile devices of education can motivate students and create more effective and fun learning experiences. Teachers of Islamic education should take advantage of social technology that can be obtained through computers or social devices because they are able to change patterns and styles of teaching that are more interesting and attract the attention of students, resulting in positive improvements for self-learning students. Coinciding with the study conducted by Aini Salwati in 2021, it was stated that the involvement of students in the learning process through social media gives them an opportunity to research and take the opportunity to connect with friends and experts from all over the world. The use of social media in teaching and learning clearly helps teachers change the style of presentation through more engaging, creative, and proactive methods.

Conclusion

The development of digital technology, especially social media, must be fully exploited. This is because technology is the gift of God S.W.T. to humans to test whether they can use it for good or not. The knowledge and skills of a teacher are the basis to feed teaching methods in the best and most effective way in line with the waves of digitalization of today's world. The use of social media that is positively managed and implemented will have a positive impact on teachers, students, and communities in their lives. Based on this study, the researchers suggested that further research be undertaken to multiply and diversify literature related to the knowledge, skills, and practices of social media use among teachers according to different dimensions.

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