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Optimizing Collaborative Learning of Islamic Religious Education Through Social Media

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ABSTRACT

Today's digital native learners need a digital-based collaborative learning process. For this reason, educators in the field of Islamic education in particular, are required to be able to accommodate these needs. One of them is by continuing to innovate in the use of social media in collaborative learning of PAI. For this reason, this study aims to examine the efforts of educators in optimizing collaborative learning of PAI through the role of social media. The method in this research is a review of relevant literature. The literature search was conducted through various academic databases such as Google Schoolar, Sinta, Garuda, Connected Papers, Open Knowledge Map, Semantic Shoolar, and OhioLINK. The inclusion criteria included literature that discussed optimizing collaborative learning of PAI through social media, published in indexed and reputable journals from 2018-2024, totaling 30 articles. Exclusion criteria included literature that was not directly related to collaborative learning of PAI through social media. The data collection technique was carried out by identifying and classifying articles based on the tendency of the content of the writing that is directly or indirectly related to the theme of this research. Furthermore, the data was analyzed using the content analysis method. The results of the research are, first, educators try to improve their competence in using social media to accommodate the needs of PAI collaboration learning. Second, integrating Islamic values in collaborative PAI learning. Third, they become character models in using social media to guide students to become wise and intelligent social media users. The finding is that in collaborative learning, educators should not stop adding to their skills in using social media, so that they can always produce creative, innovative, and fun collaborative learning.

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1. INTRODUCTION

In this digital era, learners must be able to access it and make it a medium in the learning process by reaping the various benefits of digital learning media development. This is very important considering that today's learners are "digital native learners" who were born in the digital era. Therefore, it is appropriate for digital native learners to utilize various types of social media that develop for their learning needs. In this case, digital native learners certainly utilize social media not only for smooth learning individually but also in collaboration with their friends and educators. It is intended that learners can compete together in learning and succeed together.

This is the case in learning Islamic Religious Education, it is highly demanded that students learn together. This refers to QS. al-Maidah: 2, which means: "...Help yourselves in (doing) virtue and piety, and do not help each other in sin and enmity. Fear Allah, surely Allah is very severe in His punishment." According to Wahbah Zuhaili, the words birri and taqwa mean something good that has been determined or something that makes the heart calm. Furthermore, the words itsmi and 'udwan mean something that is forbidden and disturbs the heart or interferes with the rights of others. Likewise, in the sentence ta'awun or collaboration, it is expected that humans can act and contribute good things and make the heart calm both for themselves and for others. This verse is an important cue in the learning process of collaborating so that learning can run well and succeed together.(Fauzi, 2022)

In addition, collaborative learning takes place in a homogeneous learning environment, respecting each other without racism due to differences in culture, ethnicity, religion, regional origin, gender, and class. This situation will create an attitude of cooperation, tolerance, and tolerance in the learning process. This is also highly demanded in Islamic teachings, as Allah says in Surah al-Hujurat verse 13, which means "O mankind, indeed We created you from a man and a woman and made you nations and tribes so that you know each other. Indeed, the noblest among you in the sight of Allah is the most pious among you. Indeed, Allah knows best". Every human being, even though they come from different nations and tribes, all of them come from the same lineage, namely Adam and Hawa.(Fauzi, 2022; Fitriyadi, 2013) Therefore, it is not justified if someone feels better than others because all of them are brothers and sisters and create collaboration in learning well.

Based on the understanding of the above verse, it can be analyzed that in learning Islamic Religious Education (PAI) is expected to use various learning media to support collaborative learning and achieve learning outcomes equally and evenly. Given that it is currently entering the digital era, it is appropriate that PAI learning also utilizes opportunities to use various learning media including social media to make learning more effective, efficient, interesting and enjoyable according to the characteristics of digital native learners.

The utilization of social media in Islamic education learning offers great opportunities. First, wider accessibility, i.e. social media can make it easier for learners from various parts of the world to access high-quality Islamic education resources. Second, learning methods become more interactive and enrich the learning experience. Third, the development of digital literacy that is relevant to the needs of the digital era. (Suriana, 2023) This means that Islamic religious education can utilize social media to develop digital literacy and teach Islamic religious material in an interesting and fun way.(Ahman, Mujiyanto, Bharati, Dwi Anggani Linggarnggeraini, & Faridi, 2019)

However, the use of social media also poses significant challenges, such as, first, the negative influence of content that is not in accordance with Islamic law and the lack of adequate digital literacy. Second, technology facilitates access to various sources of religious learning, but also produces inaccurate information and hoaxes. Third, Islamic education faces an influx of diverse and sometimes unverified information. Fourth, there is a lack of digital literacy in students, causing students to adopt all the positives and negatives.(Suriana, 2023, 2019) Learners need to be taught

how to filter correct and useful information, and how to avoid content that can damage their morals and character.

These digital native learners must understand how, why and when to use social media wisely. They have the opportunity to seize opportunities to utilize social media, express creative ideas, review information and think critically.(Hasibuan, Rambe, Nasution, & Ritonga, 2024; Munir, 2017) Their habit of utilizing social media in a conducive manner will certainly form a good character in themselves, and are ready to become digital native learners who have digital skills. Thus, it is the main task of educators to assist, motivate, and guide digital native learners so that they can understand, take advantage of opportunities for digital technological advances_read social media_and conquer all challenges and eliminate all negative impacts of using social media.

Of the various conveniences rolled out by the digital world is a form of ease of getting the latest information about world developments and religious knowledge through social media. (Putri & Rahmi, 2024) Social media can facilitate a collaborative learning process that can accommodate many participants at the same time effectively and efficiently. Learners with different backgrounds and communication skills can engage in online discussions through groups on social media.

Recent research shows that Islamic religious education in the digital era requires an innovative and adaptive approach. It aims to face challenges and take advantage of opportunities. One promising approach is the use of social media to enhance collaboration in Islamic education learning. Collaboration in learning can help learners understand the material better, increase their involvement in the learning process, and strengthen the relationship between learners and educators in a collaborative learning.(Giang & Cuong, 2021; F. E. Prasetyo, Roswanda Nuraini, & Naza Sefti Prianita, 2024)

Furthermore, research conducted by Fariba Ataie, Asadullah Shah, Najma Imtiaz Ali entitled "Integration of Social Media Technology and Ethical Collaborative Learning". In their research, Fariba et al. studied the Qur'an Surah Ali Imran verse 300: "O you who believe, be patient and strengthen your patience and remain alert (in the borders of your country) and fear Allah so that you will be fortunate." In this verse Islam encourages collaboration and communication with an emphasis on resilience and self-control. Collaborating together, in the Islamic view, does not mean that the individual is no longer important. Rather, it means that effective and efficient communication goes beyond individual achievement. The importance of working collaboratively has been emphasized by the Prophet Muhammad. It is also mentioned in several Hadiths, for example a hadith narrated by Al-Bukhari, which states: Faithful people are to each other like bricks in a wall.(Ataie, Shah, & Ali, 2018)

Furthermore, research conducted by Thadathibesra Phuthong Silpakorn entitled "Antecedents Influencing the Adoption of Collaborative Learning Social-Media Platforms Among Thai University Students During the Covid-19 'New Normal' Era". He stated that there are various benefits and challenges associated with the increase in social media collaborative learning driven by Covid-19 worldwide in higher education. He examined the antecedents that influence the 'new normal' phenomenon among university students to provide a model of causality that is poorly understood. The study was based on a purposive sample; questionnaires were completed by 371 university students. Analysis of the data obtained using structural equation modeling with parsian least squares technique. As a result, it was found that the most influential antecedents were collaborative ability and perceived enjoyment. He recommended that, due to the turbulent and changing nature of social distancing and distance learning, educational institutions and stakeholders should endeavor to enhance collaborative learning through social media and learning platforms..(Phuthong, 2021)

The next research related to collaborative learning through social media was conducted by Nguyen Thi Huong Giang and Le Huy Cuong entitled "Evaluating Feasibility and Effectiveness of Digital Game-Based Instructional Technology". The results show that most learners agree that

digital games can contribute to learning skills. In terms of effectiveness, there were three main findings. First, although male students played more video games than female learners. The results showed that both males and females had similar levels of effectiveness of digital games in learning. Second, there is no difference in assessing the effectiveness of digital games in learning between IT and non-IT students although IT students are more exposed to technology. Third, there are differences in views between second-year students and third-year students. This difference illustrates the need for blended-learning courses that make effective use of digital games for third-year engineering students embarking on more specialized engineering courses at university. (Giang & Cuong, 2021).

There is also research conducted by Lucy Pujasari Supratman with the title "Use of Social Media by Digital Natives", 2018. Her research findings are divided into three domains, namely the reasons for using social media, the purpose of using social media in daily life, and self-evaluation of using social media. The three domains are comprehensively integrated by digital native learners in processing information content, interpreting, and evaluating themselves as smart social media users (Supratman, 2018)

The related research above examines how Islam strongly encourages collaborative learning, but does not mean that individual learning is not important, but means that effective and efficient communication goes beyond individual achievement. On the other hand, it also examines the effectiveness, benefits, opportunities and domains of using social media for digital native learners. On the other hand, this study will examine educators' efforts to utilize social media as an opportunity for innovative collaborative learning of Islamic Education for digital native learners.

2. METHODS

The research used descriptive research methods with a qualitative approach (literature review).(Ibrahim & Syari, 2016) Descriptive research focuses on actual problems as they exist at the time of the research..(Rahardjo, 2018) Through descriptive research, researchers try to describe events and events that are the center of attention without giving special treatment to these events.(Sugiarto, 2015). Researchers chose literature review, because it is in accordance with the research objectives, namely exploring and analyzing the use of social media to optimize collaborative learning of Islamic religious education based on theoretical studies and previous research results. This method helps researchers to identify, evaluate, and synthesize relevant sources, so that a deep understanding of the research topic can be obtained. (Hasibuan et al., 2024; Yunita & Mulyadi, 2024)

The data sources in this research are literature consisting of scientific journals, books, articles, and relevant theses and dissertations. Literature searches were conducted through various academic databases such as Google Schoolar, Sinta, Garuda, Connected Papers, Open Knowledge Map, Semantic Shoolar, and OhioLINK.

Inclusion and exclusion criteria were used to maintain the relevance and quality of data in this study. The inclusion criteria include: literature that discusses the optimization of collaborative learning of PAI through social media, scientific papers published from 2018-2024 totaling 30 articles published in indexed and reputable journals. This is done to ensure that the data used is relevant to the current context. While the exclusion criteria include: literature that is not directly related to collaborative learning of PAI through social media.

The data collection technique was carried out by identifying and classifying articles based on the tendency of the content of the writing that is directly or indirectly related to the theme of this research. Furthermore, the data was analyzed by means of the content analysis method. Thus, by using a systematic and structured literature review method, it is hoped that this research can provide a comprehensive picture of the topic.

3. FINDINGS AND DISCUSSION

3.1 Basic Review of Collaborative Learning

Collaborative learning originated in the UK and Commonwealth countries. In the UK collaborative learning is considered the same as cooperative learning. In the USA there are two camps in understanding collaborative learning, some consider it the same as cooperative learning and some consider it different.(Nelly, 2020)

Collaborative learning is an educational approach, which places students working together in small groups to achieve joint learning goals. This concept is rooted in the view that learning is a social process, namely knowledge is built through interaction and cooperation between individuals.(Hajarudin, 2023; Nelly, 2020; Ritonga & Halimah, 2023) Collaborative learning utilizes the power of collaboration to improve understanding, social skills, and students' academic performance.

a. Definition of Collaborative Learning

Collaborative Learning is a learning method that involves cooperation and collaboration between students in the learning process. This approach encourages students to actively interact, discuss and collaborate with their peers to achieve shared learning goals. In a collaborative learning approach, students work in teams or groups to solve problems, complete assignments, or develop understanding of concepts. They support each other, share knowledge, and learn together to achieve the desired results.(Akbar & Anggraeni, 2017)

Collaborative learning is a learning method that involves cooperation and collaboration between students in the learning process. This method encourages students to actively interact, discuss, and collaborate with their peers to achieve joint learning goals.(Aziz & Zakir, 2022; Fauzi, 2022; Romdoni, Oktaviyanti, Septiyudin, & Wardoyo, 2024) In collaborative learning in learning, students work in teams or groups to solve problems, complete assignments, or develop understanding of concepts. They support each other, share knowledge, and learn together to achieve the desired results.

This method is different from traditional learning methods which are more teacher-centered and prioritize individual learning. In a collaborative approach, educators act as facilitators or guides, while students play an active role and are mutually responsible in the learning process.

Collaborative learning involves "a structure of positive interaction. Individual success depends on the contribution and cooperation of all group members." (Afif, Mukhtarom, Qowim, & Fauziah, 2024; Sukana, 2024; Syahda, Nur, & Fauzi Rachman, 2024; *TAufan Abiyuna_Artikel Good and Smart Digital Citizenship.Pdf*, n.d.) This approach emphasizes the importance of cooperation, shared responsibility, and active involvement of all group members in the learning process.

b. Principles of Collaborative Learning in Islamic Religious Education

There are several main principles that form the basis of PAI collaborative learning.

1) Positive Interaction between Students
Positive interaction is the main principle of collaborative learning. In this case, students must support each other, share ideas for PAI material, and work together to achieve common goals. This positive interaction creates a conducive learning environment, where students feel supported and motivated to learn.(Pasani, 2018)
2) Individual and Group Responsibility.
In each group member is responsible for the success of the group as a whole. This individual responsibility implies that each student must make a meaningful contribution to all other students. Meanwhile, group responsibility is that the entire group must work together to achieve common goals. This encourages students to be more responsible for their own learning process and the success of their group.(Al-

Harbi, 2019; Ansari & Khan, 2020; Di & Tinggi, 2023; Hajarudin, 2023; Krishna, 2023; F. E. Prasetyo et al., 2024)

3) Interpersonal and Group Skills
   Interpersonal and group skills are essential in collaborative learning. In this case, students are required to develop communication, collaboration and conflict management skills to work effectively in their groups. This collaborative learning can help students develop social skills that are important for their lives outside of school.(Ansari & Khan, 2020)
4) Face to Face Interaction
   Face-to-face interaction is the main key in building strong relationships and effective collaboration in groups. Furthermore, in direct discussions, students can exchange creative ideas, provide feedback, and work together to complete their assignments. Face-to-face interactions also help students understand other people's perspectives and views.(Nelly, 2020)
5) Group Processing.
   Group processing is an ongoing process in which groups assess and reflect on their own performance. This includes evaluation of the group's performance in working together, how to complete tasks, and interactions between group members. Group processing can help students continue to improve their performance in order to increase the effectiveness of group performance.(Fauzi, 2022)
6) Positive Addiction.
   Positive dependency means that the success of the individual depends on the success of the group. Students in groups must support each other and work together to achieve common goals. Positive dependency creates an environment where students feel motivated to work together and help each other..(Asari, Kurniawan, Ansor, Bagus, & Rahma, 2019)

Based on the principles of PAI collaborative learning above, it can be understood that collaborative learning in PAI learning has the main benefit, namely that it can improve understanding and retention of material. This means that when students are able to work together well, they have the opportunity to discuss, ask questions, and explain PAI concepts to each other. This process can help strengthen students' understanding of the material being studied, because they not only receive information passively, but also activate knowledge through positive interactions to understand the material in a more meaningful context.

c. Implementation of Collaborative Learning

In order to implement PAI collaborative learning, educators should arrange the right and appropriate steps. The following are some steps that can be taken to implement effective collaborative learning.

Among the stages that must be carried out are the following:

1) Identify learning objectives. Educators must be able to identify the learning objectives they want to achieve that are specific, measurable, achievable, relevant and time-limited. In this case, educators should consider the cognitive, affective and psychomotor skills that they want to develop in students through collaborative activities.
2) Form a study group. The next step is for educators to form appropriate learning groups consisting of students with various backgrounds, abilities and learning styles. This aims to ensure that diversity of perspectives and group dynamics can be effective. The ideal group usually consists of 3-5 students so that their participation and interaction can run optimally.

3) Design collaborative activities. Next, educators can design collaborative activities that support learning objectives to be achieved. For example, given a research project, case discussion, role play, or joint product creation. This activity is designed in such a way that each group member has an appropriate role and certain responsibilities.
4) Providing facilities and infrastructure. Furthermore, educators can ensure that all facilities and infrastructure for collaborative activities are available and easily accessible to students. This includes learning materials, technological devices, workspaces, and online collaboration tools such as Google Classroom, Microsoft Teams, or Zoom along with procedures for using them.
5) Provide clear instructions. Educators must provide an instruction sheet that explains the purpose of the collaboration activity, the steps, the role of each group member, and the assessment criteria. This guide is useful for helping students understand expectations and work independently in their groups.
6) Implement and supervise. During the implementation of the collaborative learning process, the educator supervises and provides necessary support to the group. Educators must move between groups to monitor progress, provide feedback, and help solve problems that arise effectively. This means that educators must maintain focus and ensure that all group members can be actively involved.
7) Evaluate and Reflect. At this stage educators must evaluate the results of group work based on predetermined criteria and provide constructive feedback to each group. Students are invited to reflect on their collaborative experiences, the material they have learned, and how to improve their collaborative skills in the future.(Nelly, 2020)

d. Benefits of Collaborative Learning

Collaborative learning offers a variety of benefits, including:

1) Increased Understanding and Retention.
Students who study in groups tend to have a deeper understanding and better retention of the material.
2) Social Skills Development.
Collaborative learning helps students develop communication, cooperation and conflict management skills.
3) Increased Motivation and Engagement.
Students who are involved in collaborative learning tend to be more motivated and involved in the learning process.
4) Development of Learning Independence
Students learn to take responsibility for their own learning process and work independently.(Munir, 2017)

By understanding and pplying the principles of collaborative learning, educators can create a more effective learning environment and support students' academic and social development.

3.2 Basic Study of Social Media

Social media broadly refers to electronic tools (*electronic tools*) which is relatively cheap, easy and widely accessible. This makes it easier for someone to publish and access information and collaborate. (Hajarudin, 2023; Hasibuan et al., 2024) In the PAI context, social media is a medium for delivering learning material, facilitating discussions, and increasing student involvement in the collaborative learning process..(Fauzi, 2022)

Furthermore, in the PAI learning process, social media is being encouraged because it is considered to facilitate the learning process. One of them is being able to support students to be able to learn independently and collaborate with their friends and educators. In this

case, social media acts as a new tool in the learning process consistently both cognitively and socially to expand collaboration in learning. This comes from the constructivist philosophy which wants learning to continue to develop with easy and cheap access.(Anugrah & Radiana, 2022; Mughni, Yunus, & Bakar, 2022; Rahmadani & Achmad, 2022) Therefore, through social media students can Helping each other complete various tasks and projects, of course, can be accessed universally together. Students and educators can use the same site to create collaboration, familiarity and comfort in learning..(Das & Cui, 2019) Therefore, through social media students can Helping each other complete various tasks and projects, of course, can be accessed universally together. Students and educators can use the same site to create collaboration, familiarity and comfort in learning. (Das & Cui, 2019) Social media continues to increase in popularity, so this is an advantage that everyone wants to access. This is an innovation that must be carried out by educators in order to motivate students to learn in a fun and interesting way.

In PAI learning, social media has several benefits, including first, facilitating and expanding access. With social media, students can easily and quickly access various sources of information, such as quotes from the Koran, Hadith and tafsir. *Second*, facilitating interaction and discussion. Students can interact with educators and each other through various platforms, thereby enriching their understanding of Islamic values. *Third*, makes it easier to memorize the Koran. Social media can facilitate memorizing the Koran and increase students' religiosity. *Fourth*, as a means of da'wah. With the existence of social media, da'wah activities can reach all levels of society quickly, flexibly and effectively.(Kurnia & Nasution, 2024)

Apart from that, social media also has various negative sides which are its drawbacks. These are things like: *First*, inaccurate content (e.g. dissemination of invalid or erroneous information that could affect student understanding). *Second*, *cyberbullying* (potential for negative behavior that could be detrimental to students). *Third*, difficulty focusing (social media distracts students' attention from learning). *Fourth*, moral decadence (unwise use of social media can undermine the moral values and character of students)(Salsabila, Mustika, Utami, Ikhsan, & Hasibuan, 2023)

From the explanation above, it can be understood that, it is inevitable that every development of digital technology has two sharp edges. Both negative and positive sides, its use really depends on the user. In the learning aspect, students become users who of course need guidance from educators to become wise users. This aims to enable students to filter the negative and positive from social media.

Furthermore, it can be concluded that the PAI collaborative learning method through social media is a PAI learning method by positioning oneself in a small or large group. In this group, students can interact and work together with their friends in collecting, accessing information, helping each other, collaborating, and solving problems related to PAI learning material. This aims to ensure that they not only achieve personal and group goals but become reliable collaborators.

3.3 Platforms Used in Collaborative Learning in Islamic Religious Education

Islamic Religious Education (PAI) has a strategic role in forming a generation with noble morals. However, technological developments and changes in the characteristics of the digital generation require a transformation in learning methods. Monotonous traditional approaches often become less attractive to students, so learning media innovation becomes a relevant solution.

The learning media that can be used in the current PAI collaborative learning process must of course be interesting and interactive. Here are some lists *application* And *software* that educators can use for collaborative learning in Islamic religious education:

a. WhatsApp

WhatsApp is a free cross-platform instant messaging application that can be used to communicate via text, voice, video calls, and send media such as photos and videos. WhatsApp uses Voice over IP (VoIP) technology which can make voice and video calls over the internet. This application is owned by Meta Platforms, Inc. (formerly Facebook, Inc.) and has become one of the main communication tools throughout the world.(Das & Cui, 2019)

In its development, WhatsApp has had various benefits, from the ease of communicating personally and in groups, to the ability to share files such as images, documents and videos. Apart from that, WhatsApp can also create statuses or stories, as well as share locations, so it is very good to use as a learning medium. Furthermore, WhatsApp has end-to-end encrypted message security, which meansthat only the sender and recipient can read the message. WhatsApp is also equipped with a backup and synchronization feature that allows users to back up their message history and media to Google Drive, so that data remains safe and can be restored when changing devices. (Menrisal & Utami, 2019) Login security through cellphone number verification and the use of a pin or pattern Passwords are also another advantage of WhatsApp.

b. Wordwall

One of the effective innovations in PAI's collaborative learning process is the use of the Wordwall platform. Wordwall is a game-based learning platform that educators can use to create various types of interactive activities, such as quizzes, puzzles and word games. Educators can easily adapt content according to the Islamic values they want to teach, so that students not only learn but also internalize Islamic values. Maghfirah and Sulaiman (2022) revealed that this website-based learning media can increase students' interest in learning, especially in PAI subjects. because of his pleasant approach.(I. Fajri, Yusuf, & Mohd Yusoff, 2021)

Furthermore, there are several positive impacts of Wordwall, including:

1) Increase learning motivation. Wordwall can increase students' enthusiasm for learning because of its fun approach.
2) ontent flexibility. Educators can adapt activities to learning needs.
3) Interactive learning. Game-based activities make students more involved in the learning process.(Ismawati & Ramadhanti, 2022)

c. Tiktok

TikTok is a social networking and short video hosting application developed by the Chinese company, namely ByteDance. This application was launched in September 2016. TikTok users can create and share short videos with music in the background. TikTok is also known as Douyin in China.(Valiana, Suriana, & Fazilla, 2020)

TikTok This has several benefits, ranging from entertaining users with videos and music, as well as being an effective learning medium. Students can express themselves, learn new skills, and even make new friends through this platform. But besides having advantages of TikTok also have some deficiency Tiktok has the risk of misuse by students, which causes addiction and exposure to inappropriate content.(Hidayat & Khotimah, 2019) This is of course very disturbing if guidance is not carried out by educators regarding digital ethics.

d. Kahoot

Kahoot is a popular learning platform today. Kahoot uses quizzes and games to make the learning process more interactive, interesting and fun. In PAI learning, Kahoot can be used to test students' understanding of the material they have studied. Besides that, it can also motivate students to be more active in the learning process.(Kurnia & Nasution, 2024) This application is very helpful in achieving learning goals cognitively.

e. Canva

One of the cloud-based graphics processing applications is Canva. Canva can help educators create visual designs for learning media, such as infographics, materialsummaries, worksheets, brochures, posters and presentation templates. By using Canva, educators can create interesting and visual learning media that makes it easier for students to understand PAI material. Creating visual designs in Canva is also easier because each type of design is grouped according to its respective category. Furthermore, Canva has several advantages: namely 1). simple interface display; 2). Has thousands of templates; 3). No need to install on the computer; 4). Saves storage space usage; 5). Can be used via *smartphone.* While the disadvantages are 1). Cannot be accessed without an internet connection; 2). Can't *export file* source; 3). Can't *export file* with a transparent background (feature *premium*); 4). Can't *export* file *GIF* and video (feature *premium*). (T. Prasetyo, Yektyastuti, & Maulidini, 2019). (F. E. Prasetyo et al., 2024) With all the advantages of Canva, it can certainly make it easier for educators to use it as a PAI learning medium.

f. Powtoon

Powtoon is an interactive presentation and animated video application. Powtoon can be used to create more interesting learning media. This is because by using Powtoon, educators can create presentations, animated videos, moving infographics, and others to explain PAI concepts more clearly and in detail (Hajarudin, 2023; Salsabila et al., 2023)By using Powtoon, explanations of PAI material concepts can be clearer and can overcome the limitations of space, time and the senses. *Powtoon* has various features and *template* interesting which can facilitate the process of creating learning media. In addition, you can also add *character, texteffect, animation,* link, *background,* and so on. Educators can also move characters and text as needed by simply selecting *effect* and available poses. After editing, educators can immediately publish to *YouTube, Facebook* and others. Educators can also save *(export)* in several other formats such as *MP4, PDF,* And *PPT*.

Powtoon can be used through the web powtoon.com or through the application *mobile*-his. Among the advantages are 1). Able to make learning more interesting and interactive; 2). Practical use; 3). Has interesting characters and animations; 4). Stimulates various senses (vision and hearing); 4). Can be used in large, collaborative groups; 5). Can provide *feedback.* Whereas *k*disadvantage is 1). Too short a duration; 2). The manufacturing process must be connected to the internet; 3). Cannot be provided with background music; Requires more creativity so that the results are more interesting.(Sukana, 2024) By utilizing the advantages of Powtoon, PAI collaborative learning will be very interesting and inspiring.

g. Google Classroom

Media google classroom is an internet-based service developed by Google to facilitate online learning. This application helps educators and students to connect online from anywhere and at any time. This certainly makes it easier to manage classes,

distribute assignments, and communicate without using paper. Google classroom was released in 2014 as part of Google Apps for Education and has become an important medium in digital and collaborative learning. By utilizing these platforms, educators can create a more interactive and interesting learning environment for students in PAI learning .(Jamarudin[1], Sanusi[2], Akhyar[3], & Pudin, 2022) Benefits of Google There are a lot of classrooms, including the ease of managing classes, collecting assignments, and providing feedback efficiently. This application can also save paper usage and allow access to learning from various locations, so it is very practical in a pandemic situation. On the other hand, Google Classroom supports various features such as Google Drive, Google Docs, and Google Meet which make it easier to share files and communicate between educators and students.(Husni, 2024) Currently, Google Classroom is always present in the online learning process, because can be used easily and quickly.

3.4 Educators' Efforts to Optimize Collaborative Learning in Islamic Religious Education through Social Media

Even though social media offers innovative learning model solutions, educators' strategies in it have a very important role. Widodo and Rofiqoh (2020) emphasized that educators must continue to improve their competence in using social media effectively. Apart from that, PAI educators must also have strong insight into character education so they can control students' use of social media. Among the strategies that educators can use to maximize the use of social media in the collaborative learning process of Islamic religious education are as follows

a. Increasing the Competence of PAI Educators in Utilizing Social Media.

Educators' expertise in using social media for PAI collaborative learning is very important in this digital era. Educators need to understand that social media can be used to facilitate collaborative learning. This will certainly create meaningful interactions between students. By understanding social media, educators can create a more interactive and interesting learning environment. Apart from that, you can also utilize various social media applications to enrich learning material.(Safitri, Rahma, Riski, & Ritonga, 2023) By having adequate digital skills in using social media, educators can of course help students develop the digital skills needed for their needs. their world of work in the future.

Furthermore, one way to improve the competence of educators is through training and workshops that focus on the use of social media in learning. This training can certainly help educators understand various social media platforms and how to effectively use them in the context of PAI material. (F. E. Prasetyo et al., 2024) Furthermore, independently educators also really need to continue to learn and follow developments in social media to ensure that they are always updated with the latest trends in the use of social media for educational purposes. This must especially be done by the digital immigrant generation of educators. This is because various features, both old and new, continue to innovate to provide the best and most complete service.

An educator has the main task of conveying material and information to students optimally. Therefore, educators are required to create an effective learning process that can attract students' attention. This of course requires various kinds of preparation and innovation from educators. This can be done by preparing and developing learning media that suits the material and characteristics of students..

b. Integrating Islamic Values in PAI Collaborative Learning

Technology will only be a medium, but educators must ensure that the media is used to support the goals of Islamic education. One important aspect of using social media in PAI collaborative learning is how this media can be integrated with Islamic values holistically. In this context, social media can function as a bridge to convey Islamic teachings in a way that is relevant and attractive to the younger generation living in the digital era. This is because the use of technology not only increases the effectiveness of learning, but also strengthens the understanding and application of religious values in everyday life(Dito & Pujiastuti, 2021). Therefore, the

development of digital media for PAI must always be guided by Islamic teachings, both in terms of content and the way the material is delivered.

One way to achieve integration of Islamic values is to design collaborative activities that involve discussions about the principles of Islamic faith, Islamic law, and Islamic ethics. Educators can use social media to invite students to discuss and share experiences about how these values are applied in everyday life.(Y. Al Fajri & Sahlan, 2023; Fauzi, 2022) Apart from that, educators can hold collaborative projects that involve activities social or charitable activities, which can help students understand the importance of implementing Islamic teachings in real life.

c. Become a role model in using social media

Educators must be real examples for students in applying Islamic values. Effective PAI learning is not only about conveying material, but also shaping student character. This ethical aspect is the main challenge for educators in teaching digital literacy to students. Students are not only equipped with digital skills but must also be equipped with adequate digital ethics. This aims to ensure that students are not smart in skills but also able to filter and own *netiquette* who are good at interacting in the digital world..(Dan et al., 2009; Kalijaga, 2018; Penelitian & Tengah, 2017; Ramdani, Hufad, & Supriadi, 2017)

Furthermore, students need various intelligent efforts, especially the competence of educators in understanding *digital ethic*. In fact, up to now, many educators have only taught digital skills to students. Students as a generation *digital native* Of course it is not difficult to understand this and students are even smarter than educators in using digital applications. Educators' focus on digital skills has obscured the true nature of digital learning, that students are required to be proficient in "using" and "accessing" rather than equipping them in advance or integrating them with *digital ethic*. The result is that students make mistakes in utilizing digital technology, because the digital world is like a double-edged sword, which can reap the benefits or kill the character of this generation. For example, students who are not wise in the digital world are not critical in receiving information so they are often involved in spreading fake news (hoaxes) because they are less able to check the truth when receiving information, commenting in impolite language (hate speech) which can harm themselves and others. others, accessing and sharing inappropriate content, ignoring privacy and security of personal data.(Muchtarom, Pramanda, & Hartanto, 2018; Novita, 2023) Integrating Islamic values with innovative learning media is a strategic step to present relevant and interesting PAI learning in the digital era. Technology is not a substitute for educators, but a tool that can support the mission of Islamic education in forming a generation of noble character.

Through existing social media, students can help each other complete various tasks and activities that can be accessed universally and together with colleagues and experts. With this approach, PAI learning can become more meaningful and relevant, responding to the needs of the digital generation without losing the essence of Islamic values.

4. CONCLUSION

There are educators' efforts to utilize social media as an innovative PAI collaborative learning medium for students *digital native* is, *First*, increasing the competency of PAI educators in using social media as a means of utilizing digital opportunities to meet students' needs in the collaborative learning process.*Second*, integrating Islamic values in PAI collaborative learning. This is done to make social media a means of PAI learning, creativity and da'wah. *Third,* become a role model for character in using social media, in an effort to instill wise and intelligent character in students in using media. From the author's discussion above, there is another side that has not been studied in depth and could be an idea for future researchers. This is an in-depth examination of Islamic concepts that support collaborative learning, as well as a complete guide to using various platforms that educators can use in collaborative learning.

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In this writing, no particular conflict of interest is raised, but it is hoped that this writing can provide constructive input in the development of academic theory to support the progress of PAI learning now and in the future following the development of an increasingly complex digital era.

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