


THE IMPACT OF SOCIAL MEDIA ON ISLAMIC LEARNING: A REVIEW

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Article Info	ABSTRACT
<p>Article history: Received: 218 Nov 2024 Revised: 4 Dis 2024 Accepted: 15 Jan 2025 Published: 1 Feb 2025</p>	<p>This comprehensive review examines the transformative impact of social media on Islamic education in the contemporary digital age. The study analyses how social media platforms have revolutionized traditional methods of Islamic teaching and learning, creating new opportunities for knowledge dissemination while presenting unique challenges for maintaining educational authenticity. Drawing from recent research and scholarly literature, this review explores multiple dimensions of this transformation, including the emergence of "digital ulama," the democratization of religious knowledge, and the enhancement of women's access to Islamic education. The analysis reveals significant changes in pedagogical approaches, student engagement, and the traditional teacher-student relationship. Furthermore, the study investigates the challenges of maintaining religious authenticity and scholarly authority in digital spaces while acknowledging the unprecedented opportunities for global Islamic learning communities. Key findings indicate that while social media has substantially improved accessibility to Islamic education, particularly for underserved communities, it also necessitates careful consideration of content verification and the preservation of traditional teaching methodologies. The review concludes by identifying critical areas for future research, including developing authentication frameworks for religious content, integrating artificial intelligence in Islamic education, and evaluating long-term impacts on spiritual understanding and practice.</p>
<p>Keywords: Islamic education, social media, digital learning, religious knowledge, digital ulama, online religious education, educational technology, religious authenticity</p> <p></p>	

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INTRODUCTION

The advent of social media has fundamentally transformed the landscape of Islamic education, revolutionizing how religious knowledge is transmitted, accessed, and engaged with by Muslims worldwide. Traditional Islamic education, historically centered around physical institutions like madrasas and mosques, has experienced a significant shift as social media platforms create virtual spaces for religious learning and discourse (Bunt, 2018). This digital transformation has democratized access to Islamic knowledge, enabling Muslims in remote areas or those with limited mobility to participate in religious education through platforms like Facebook, YouTube, and Instagram.

The integration of social media into Islamic education has led to both opportunities and challenges in the preservation and dissemination of religious knowledge. Social media platforms have facilitated the emergence of "digital ulama" - religious scholars who leverage online platforms to reach broader audiences and engage with contemporary issues facing the Muslim community (Siappari, 2021). These platforms enable real-time interaction between students and scholars, creating dynamic learning environments that transcend geographical boundaries. However, this accessibility also raises concerns about the authenticity and authority of religious information circulating on social media, as traditional mechanisms for verifying scholarly credentials become less apparent in the digital sphere.

The impact of social media on Islamic education extends beyond mere knowledge transmission to reshape pedagogical approaches and learning methodologies. Interactive features such as live streaming, instant messaging, and multimedia content have introduced new dimensions to religious instruction, making it more engaging and accessible to younger generations (Ahmad & Hassan, 2020). Social media platforms have become virtual classrooms where traditional Islamic texts can be studied through innovative methods, including video lectures, infographics, and interactive discussions, adapting classical teaching methods to contemporary learning preferences.

Social media's influence on Islamic education has particularly affected women's participation in religious learning. Digital platforms have created safe and accessible spaces for Muslim women to engage in religious education, overcoming traditional barriers to access (Rahman, 2019). This democratization has led to increased female participation in religious discourse and scholarship, challenging traditional gender dynamics in Islamic education while maintaining cultural and religious sensitivities.

The transformation of Islamic education through social media has also raised important questions about the preservation of traditional educational methodologies and the maintenance of scholarly authority. While social media has expanded the reach of Islamic education, concerns persist about the potential loss of the intimate teacher-student relationship that characterizes traditional Islamic pedagogy (Al-Rasheed, 2022). This tension between innovation and tradition continues to shape discussions about the future of Islamic education in an increasingly digital world.

A social media and its significant in Education

Social media has emerged as a transformative force in modern education, revolutionizing how students learn, interact, and engage with educational content. The integration of social media platforms into educational frameworks has created unprecedented opportunities for collaborative learning, immediate feedback, and global knowledge exchange (Anderson & Smith, 2021). This digital transformation has fundamentally altered the traditional classroom dynamics, enabling

educators to extend learning beyond physical boundaries and create more engaging, interactive learning experiences.

The significance of social media in education is particularly evident in its ability to facilitate collaborative learning environments. Platforms like Microsoft Teams, Google Classroom, and Edmodo have created virtual spaces where students can engage in group projects, share resources, and participate in peer-to-peer learning activities regardless of their physical location (Johnson & Martinez, 2022). These collaborative tools have proven especially valuable during global disruptions to traditional education, demonstrating their potential to maintain educational continuity and foster student engagement even in challenging circumstances.

The impact of social media on student engagement and motivation represents another crucial aspect of its educational significance. Research has shown that incorporating social media elements into educational activities can increase student participation and motivation by leveraging familiar digital interfaces and interactive features (Thompson, 2023). Educational content shared through platforms like YouTube, Instagram, and TikTok often receives higher engagement rates compared to traditional teaching materials, as these platforms align with students' preferred methods of consuming information and enable more dynamic, multimedia-rich learning experiences.

Social media has also revolutionized professional development opportunities for educators. Teachers can now connect with colleagues worldwide through professional learning networks (PLNs) on platforms like Twitter and LinkedIn, sharing best practices, resources, and innovative teaching strategies (Davis & Wilson, 2022). These digital networks have become invaluable sources of continuous professional development, enabling educators to stay current with pedagogical trends and adapt their teaching methods to meet evolving educational needs. The ability to participate in global educational discussions and access diverse perspectives has enriched teaching practices and promoted innovation in education.

The integration of social media into education has significantly enhanced accessibility to learning resources and expert knowledge. Students can now access educational content from leading institutions and experts worldwide through platforms like LinkedIn Learning, Coursera, and educational YouTube channels (Roberts, 2023). This democratization of education has broken down traditional barriers to learning, providing opportunities for self-paced study and personalized learning paths. Furthermore, social media platforms have enabled real-time interaction between students and subject matter experts, creating unique opportunities for mentorship and professional guidance.

However, the relationship between social media and education also presents challenges that need careful consideration. Issues such as digital distraction, information accuracy, and cybersecurity require educators to develop comprehensive strategies for responsible social media use in educational contexts (Brown & Taylor, 2022). Despite these challenges, the benefits of integrating social media into education continue to outweigh the drawbacks, particularly when implemented with appropriate guidelines and digital literacy support. As educational technologies continue to evolve, social media's role in education is likely to become even more significant, shaping how future generations learn and interact with educational content.

Does social media significantly relate to Islamic Studies?

Social media's relationship with Islamic Studies represents a significant intersection of modern technology and religious scholarship, fundamentally transforming how Islamic knowledge is disseminated, accessed, and understood. The Quran emphasizes the importance of seeking

knowledge, as Allah states, "*Allah will raise those who have believed among you and those who were given knowledge by degrees*" (Quran, 58:11). This divine directive for knowledge acquisition has found new expression through social media platforms, which serve as contemporary vessels for spreading Islamic teachings and facilitating religious discourse (Al-Hadhrami & Rahman, 2021).

The integration of social media into Islamic Studies has revolutionized traditional methods of religious education, creating virtual spaces that complement conventional learning environments. Prophet Muhammad (peace be upon him) said, "*Seeking knowledge is an obligation upon every Muslim*" (Sunan Ibn Majah, Book of Sunnah, Hadith 224). This hadith's universal application has gained new relevance in the digital age, where social media platforms enable Muslims worldwide to fulfill this obligation through accessible online religious education. Research by Mohammad and Ahmed (2022) demonstrates that platforms like YouTube, Facebook, and Instagram have become significant channels for accessing Islamic lectures, Quranic recitations, and scholarly discussions, making religious knowledge available to previously underserved communities.

The relationship between social media and Islamic Studies has particularly impacted the authentication and verification of religious information. Traditional Islamic scholarship emphasizes the importance of chain of transmission (isnad) in validating religious knowledge. In the digital realm, this principle has been adapted through the emergence of verified scholarly accounts and digital platforms dedicated to authenticating religious content (Al-Saggaf, 2023). This development aligns with the prophetic tradition where Abu Huraira reported Allah's Messenger (peace be upon him) saying, "*Whoever follows a path in pursuit of knowledge, Allah makes easy for him a path to Paradise*" (Sahih Muslim, Book 35, Hadith 6518), while emphasizing the importance of seeking knowledge from authentic sources.

Social media's influence on Islamic Studies extends to contemporary Islamic discourse and interpretation. Platforms like Twitter and LinkedIn have facilitated global discussions among Islamic scholars, creating dynamic spaces for addressing modern challenges through an Islamic lens. Studies by Rahman and Abdullah (2022) indicate that these digital platforms have enabled more inclusive discussions of Islamic principles, particularly regarding contemporary issues not directly addressed in classical texts. This development reflects the Quranic principle of consultation (shura) as mentioned in "*And their affairs are conducted through consultation among themselves*" (Quran, 42:38).

The integration of social media into Islamic Studies has also transformed the relationship between religious scholars and their students. Digital platforms have created new opportunities for direct interaction between scholars and learners, fostering communities of knowledge that transcend geographical boundaries (Hassan & Ibrahim, 2023). This accessibility aligns with the prophetic tradition encouraging the spread of knowledge, as narrated by Abdullah ibn Amr: The Prophet (peace be upon him) said, "*Convey from me, even if it is one verse*" (Sahih al-Bukhari, 3461). Social media platforms have become powerful tools for fulfilling this prophetic instruction, enabling the widespread dissemination of Islamic teachings.

However, this digital transformation of Islamic Studies through social media also presents challenges regarding authenticity and authority. The Quran warns about following information without verification: "*O you who believe! If a transgressor brings you news, verify it*" (Quran, 49:6). This divine guidance has become increasingly relevant in the age of social media, where misinformation can spread rapidly. Research by Al-Qarni and Said (2023) highlights the importance of developing digital literacy within Islamic Studies to help users discern between authentic religious content and

unreliable sources, ensuring that social media serves as a beneficial tool for religious education rather than a source of confusion.

The Impact of social media on Islamic education

Social media has revolutionized Islamic education by transforming traditional methods of teaching and learning Islamic knowledge. This digital transformation aligns with the Islamic principle of seeking knowledge, as emphasized in the Quran: "*Are those who know equal to those who do not know?*" (Quran, 39:9). The integration of social media platforms into Islamic education has created unprecedented opportunities for Muslims worldwide to access religious knowledge, interact with scholars, and participate in virtual learning communities (Al-Rahman & Ibrahim, 2023). This technological advancement has particularly benefited Muslims in non-Muslim majority countries and remote areas where access to traditional Islamic education might be limited.

The emergence of social media platforms has dramatically altered the dynamics of Islamic teaching and learning. Traditional Islamic education, historically centered around physical institutions like madrasas and mosques, has expanded into virtual spaces through platforms such as YouTube, Facebook, and Instagram. Research by Hassan and Ahmad (2022) indicates that these platforms have become primary sources of Islamic knowledge for many Muslims, particularly young learners who are naturally attuned to digital media. The ability to access recorded lectures, live streams of religious discussions, and interactive Quranic learning sessions has made Islamic education more accessible and engaging for diverse audiences.

The impact of social media on Islamic education is particularly evident in the democratization of religious knowledge. Platforms like Twitter and LinkedIn have enabled direct communication between students and scholars, breaking down traditional hierarchical barriers while maintaining appropriate respect for religious authority (Siddiqui & Khan, 2023). This accessibility has led to more dynamic and interactive learning experiences, where students can pose questions, participate in discussions, and receive immediate feedback from qualified scholars. However, this democratization also raises important questions about the authenticity and credibility of religious information circulating on social media platforms.

Social media has significantly influenced the methodology of Islamic education by introducing innovative teaching approaches. According to research by Mohammad and Ali (2022), multimedia content, interactive quizzes, and virtual study circles have enhanced student engagement and retention of Islamic knowledge. These digital tools have proven particularly effective in teaching Quranic recitation, Islamic history, and Islamic law, making complex religious concepts more accessible to contemporary learners. The integration of social media has also facilitated the preservation and transmission of various Islamic scholarly traditions, allowing students to benefit from diverse schools of thought and interpretations.

The transformation of Islamic education through social media has particularly impacted women's access to religious knowledge. Al-Nisa and Rahman (2023) highlight how digital platforms have created safe and culturally appropriate spaces for Muslim women to pursue Islamic studies, overcoming traditional barriers to access. This development has led to increased female participation in religious discourse and scholarship, enabling women to contribute more actively to Islamic educational initiatives while maintaining cultural and religious sensitivities. Social media platforms have become instrumental in fostering female scholarship and leadership within the Muslim community.

However, the integration of social media into Islamic education also presents significant challenges. Concerns about the authenticity of religious information, the potential for misinterpretation, and the loss of traditional teacher-student relationships require careful consideration (Abdullah & Hassan, 2023). The Prophetic tradition emphasizes the importance of seeking knowledge from qualified teachers, as narrated in the hadith: "The scholars are the inheritors of the Prophets" (Abu Dawud). Therefore, while social media has enhanced accessibility to Islamic education, it is crucial to maintain the integrity and authenticity of religious knowledge transmission while leveraging these modern tools.

DISCUSSIONS

The comprehensive analysis of social media's impact on Islamic education reveals transformative changes in religious knowledge transmission and acquisition. This digital revolution has fundamentally altered how Muslims engage with religious education, creating a paradigm shift in traditional learning methodologies. The integration of social media platforms has established what Al-Rahman and Ibrahim (2023) term "digital religious ecosystems," where traditional Islamic knowledge intersects with modern technology to create innovative learning environments. This transformation is particularly significant in its ability to transcend geographical, cultural, and socioeconomic barriers that previously limited access to Islamic education.

The emergence of digital Islamic scholarship has introduced new dynamics in religious authority and knowledge verification. As Siappari (2021) discusses, "digital ulama" have become influential figures in contemporary Muslim societies, using social media platforms to reach global audiences with religious content and guidance. However, this democratization of religious knowledge has raised critical questions about the maintenance of traditional Islamic scholarly standards. Al-Saggaf's (2023) research highlights the complex challenges of verifying religious content in digital spaces, emphasizing the need for robust authentication mechanisms that align with classical Islamic principles of knowledge transmission.

The transformation of pedagogical approaches in Islamic education through social media has demonstrated remarkable innovation in teaching methodologies. Mohammad and Ali (2022) document how multimedia content, interactive learning tools, and virtual study circles have enhanced student engagement and knowledge retention. This evolution has made complex Islamic concepts more accessible to contemporary learners while preserving the essence of traditional teaching methods. The integration of social media has also facilitated the preservation and transmission of diverse Islamic scholarly traditions, allowing students to benefit from various schools of thought and interpretations in ways previously impossible.

Women's empowerment through digital Islamic education represents a particularly significant development. Al-Nisa and Rahman (2023) demonstrate how social media platforms have created safe, culturally appropriate spaces for Muslim women to pursue religious studies. This has led to unprecedented levels of female participation in religious discourse and scholarship, challenging traditional gender barriers while maintaining Islamic principles. The research shows that digital platforms have become instrumental in fostering female religious scholarship, leadership, and community engagement, contributing to a more inclusive Islamic educational landscape.

The impact on student engagement and learning outcomes has been substantial, according to Hassan and Ahmad (2022). Their research indicates that social media platforms have become primary sources of Islamic knowledge for many Muslims, particularly young learners. The ability to access recorded lectures, participate in live religious discussions, and engage with interactive Quranic learning sessions has made Islamic education more engaging and relevant to contemporary audiences. However, this transformation also raises important questions about the depth and quality of learning in digital environments.

The challenges of maintaining authenticity and scholarly integrity in digital Islamic education remain significant concerns. Abdullah and Hassan (2023) emphasize the importance of developing comprehensive frameworks for evaluating and authenticating religious content on social media platforms. Their research suggests that while digital platforms have enhanced accessibility, they have also introduced new challenges in preserving the traditional teacher-student relationship that has been fundamental to Islamic education for centuries.

CONCLUSION AND RECOMMENDATION

The impact of social media on Islamic education represents a profound transformation that continues to evolve and shape religious learning in the digital age. This transformation has created unprecedented opportunities for knowledge dissemination while introducing complex challenges regarding authenticity, authority, and educational quality. The future of Islamic education will likely continue to be shaped by the dynamic interplay between traditional teaching methods and digital innovation, requiring careful balance to maintain the integrity of religious knowledge transmission while leveraging the benefits of modern technology.

The research collectively suggests that social media's role in Islamic education will continue to grow, necessitating the development of comprehensive strategies to address both opportunities and challenges. Success in this evolving landscape will depend on maintaining the authenticity and depth of Islamic knowledge while embracing technological innovations that enhance accessibility and engagement. This balance is crucial for ensuring that Islamic education remains both authentic and relevant to future generations of Muslims worldwide.

As we look to the future, the integration of social media into Islamic education presents both opportunities and responsibilities. The challenge lies in harnessing the potential of digital platforms while preserving the essential characteristics of traditional Islamic education. This includes maintaining the spiritual and ethical dimensions of learning, ensuring the authenticity of religious knowledge, and fostering meaningful teacher-student relationships in the digital sphere. The continued evolution of this field will require ongoing collaboration between religious scholars, educators, and technology experts to develop effective frameworks for digital Islamic education.

Looking ahead, research suggests that the relationship between social media and Islamic education will continue to deepen and evolve. Future developments may include more sophisticated authentication mechanisms for religious content, enhanced interactive learning tools, and innovative approaches to preserving traditional teaching methodologies in digital spaces. The success of these developments will depend on the Muslim community's ability to navigate the challenges while maximizing the benefits of social media for religious education. The ultimate goal remains the preservation and transmission of authentic Islamic knowledge in ways that are accessible and meaningful to contemporary Muslims while maintaining the integrity and depth of traditional Islamic

education. This balance between innovation and tradition will be crucial in shaping the future of Islamic education in an increasingly digital world.

Future Directions and Research Recommendations:

The evolving landscape of social media and Islamic education presents numerous opportunities for future research and development. A critical area requiring investigation is the development of comprehensive authentication frameworks for religious content on social media platforms. Future studies should focus on creating standardized verification mechanisms that align with traditional Islamic principles of knowledge authentication while leveraging modern technology. As Al-Saggaf (2023) suggests, there is a pressing need for research into automated systems that can help verify the authenticity of religious content while maintaining the rigor of traditional Islamic scholarship.

The intersection of artificial intelligence and Islamic education through social media platforms represents another promising avenue for future research. Studies should explore how AI technologies can enhance the learning experience while preserving the authenticity of religious knowledge transmission. Research by Mohammad and Ali (2022) indicates the potential for AI-driven personalized learning pathways in Islamic education, suggesting the need for further investigation into adaptive learning systems that cater to diverse learning styles and levels of religious knowledge.

The long-term impact of social media-based Islamic education on religious understanding and practice requires longitudinal studies. Future research should examine how digital learning environments affect students' comprehension, retention, and application of Islamic knowledge compared to traditional learning methods. As suggested by Hassan and Ahmad (2022), there is a particular need to understand how the digital transformation of Islamic education influences the development of religious identity and spiritual connection among young Muslims.

The role of social media in facilitating cross-cultural Islamic education represents another crucial area for future investigation. Research should examine how digital platforms can bridge cultural gaps while maintaining respect for diverse Islamic traditions and interpretations. Al-Rahman and Ibrahim (2023) emphasize the need for studies focusing on developing culturally sensitive digital content that can effectively serve Muslim communities across different cultural contexts.

Gender dynamics in digital Islamic education warrant further exploration, particularly regarding the empowerment of female religious scholars and students. Future research should investigate how social media platforms can continue to facilitate women's participation in Islamic scholarship while addressing cultural sensitivities and barriers. Studies by Al-Nisa and Rahman (2023) highlight the need for research into creating more inclusive digital learning environments that support female religious leadership and scholarship. Pedagogical innovation in digital Islamic education requires continued research attention. Studies should focus on developing and evaluating new teaching methodologies that effectively combine traditional Islamic educational principles with modern digital tools. Siddiqui and Khan (2023) suggest investigating how immersive technologies, such as virtual and augmented reality, could enhance the teaching of Islamic rituals and practices.

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