

THE INFLUENCE OF SOCIAL MEDIA USE ON STUDENTS' RELIGIOUS ATTITUDES AT STATE SENIOR HIGH SCHOOL 1 PANYABUNGAN

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Abstract

The development of social media has brought significant changes in the lives of students, including in the formation of religious attitudes. Social media not only functions as a means of communication and entertainment, but also has the potential to become an educational and spiritual medium if utilized positively. This study aims to determine the effect of social media use on the religious attitudes of students at SMA Negeri 1 Panyabungan. The study used a quantitative approach with a correlational method. The study population was 240 students in grades X and XI, with a sample of 85 students selected through a proportional random sampling technique. The research instruments were a questionnaire on social media use and a questionnaire on students' religious attitudes using a 5-point Likert scale that had been tested for validity and reliability. Data analysis was carried out using simple linear regression with the help of SPSS version 26. The results showed that social media use had a positive and significant effect on students' religious attitudes, as indicated by a regression coefficient value of 0.722 and a significance value of 0.000. The correlation coefficient of 0.734 indicates a strong relationship between the two variables, while the coefficient of determination of 65.4% indicates that social media use influences most of the variation in students' religious attitudes. These findings suggest that social media can play a supporting role in strengthening students' religious attitudes if used wisely and purposefully.

Keywords: Social Media, Religious Attitudes, Students, Islamic Religious Education

Introduction

Islamic Religious Education (PAI) plays a strategic role in shaping the character and personality of students who are faithful, have noble morals, and are able to apply Islamic values in their daily lives. In today's digital era, the formation of students' religious attitudes faces both challenges and new opportunities arising from the rapid development of information and communication technology, particularly social media. Digital platforms such as Instagram, TikTok, Facebook, Twitter, and YouTube have become an integral part of the lives of adolescents, including high school students.

Social media is essentially a neutral communication tool, capable of both positive and negative impacts depending on how it is used. On the one hand, social media can be an effective means of spreading religious values, accessing da'wah content, and strengthening spiritual understanding through various educational and inspirational accounts. On the other hand, unwise use of social media can divert students' attention from religious activities, influence their mindset, and even lead to content that conflicts with Islamic values (Mulyono, 2021). Therefore, it is crucial to understand how social media use influences students' religious attitudes.

Religious attitudes are an individual's tendency to act in accordance with the values and teachings of their religion. In the Islamic context, religious attitudes encompass the dimensions of belief (aqidah), religious practice (sharia), and social behavior (morals). Strong religious attitudes are reflected in students' daily lives, such as devotion to worship, honesty, politeness, and concern for others. Developing sound religious attitudes is one of the primary goals of religious education in schools, particularly in the face of increasingly complex external influences in the digital age.

The phenomenon of social media use among adolescents, including high school students, has reached a very high level. According to data from various surveys, almost all Indonesian adolescents have access to social media and spend an average of 3-5 hours per day interacting on digital platforms. This high level of usage undoubtedly has consequences for various aspects of adolescents' lives, including their religious attitudes and behaviors. The content consumed on social media, whether educational, entertainment, or propaganda, directly or indirectly shapes students' perspectives and attitudes toward religious values.

Based on initial observations conducted at SMA Negeri 1 Panyabungan, it appears that social media usage among students is very high. Most students access social media both in their free time and during class. The diversity of content accessed by students also varies widely, ranging from entertainment and educational content to religious content. An interesting finding is the diversity of religious attitudes displayed by students, with some students showing high enthusiasm for religious activities, while others appear less consistent in their daily religious practices and behaviors. This situation raises the suspicion that social media use plays a role in shaping students' religious attitudes.

Several previous studies have examined the relationship between social media and religious behavior. For example, research conducted by Ghaisani (2021) found that social media plays a significant role in shaping adolescents' religious behavior, contributing 52.3%. Similar findings were presented by Rafiqah et al. (2022), who stated that social media has a significant influence on adolescents' religious behavior, contributing 68.6%. These studies indicate that social media, when utilized appropriately, can be a supporting instrument in strengthening students' religious attitudes.

On the other hand, there are also studies demonstrating the negative impact of social media use on adolescents' religious behavior. Excessive social media use can distract from religious activities, reduce time spent reading the Quran, and even lead to content that is detrimental to morals (Harahap et al., 2024). Therefore, it is important to empirically identify how social media usage patterns, the types of content accessed, and the intensity of use influence students' religious attitudes in a local context, such as SMA Negeri 1 Panyabungan.

Based on this background, the researchers were interested in conducting a study entitled "The Influence of Social Media Use on Students' Religious Attitudes at SMA Negeri 1 Panyabungan." This study aims to determine the extent of social media use's influence on students' religious attitudes and to provide empirical contributions to the development of Islamic religious education strategies in the digital era. Furthermore, the research findings are expected to serve as a reference for teachers, parents, and schools in guiding students to use social media wisely and productively, particularly in strengthening religious attitudes and spiritual values amidst the ever-growing tide of modernization and digitalization.

Method

This research uses a quantitative approach with a correlational method. This quantitative approach was chosen because this study aims to examine the relationship between two variables that can be measured numerically: social media use as the independent variable (X) and students' religious attitudes as the dependent variable (Y).

The correlational method is used to determine the extent to which changes in variable X (social media use) are related to changes in variable Y (students' religious attitudes). The results will be measured through statistical analysis to determine the level of significant influence between the two variables.

This research was conducted at SMA Negeri 1 Panyabungan, Mandailing Natal Regency, North Sumatra Province. The location was selected based on initial observations showing high levels of social media use among students and diverse religious attitudes. The research took place from October to November 2025, encompassing preparation, data collection, data processing, and report preparation.

The population in this study was all 240 students in grades 10 and 11 of SMA Negeri 1 Panyabungan. Using proportional random sampling, a sample of 85 students was obtained, randomly selected proportionally from each grade level. This technique was used to ensure that each student had an equal opportunity to become a respondent and that the research results could objectively represent the population.

This research consists of two variables, namely:

Variable Types	Variable Name	Symbol	Indicator
Independent Variable	Use of Social Media	X	Intensity of use, platform type, purpose of use, and content accessed
Dependent Variable	Religious Attitudes of Students	Y	Religious attitudes, implementation of worship, daily religious morals/behavior

The research instrument used in this study was a questionnaire, consisting of:

a. Social Media Usage Questionnaire

This questionnaire was designed to measure students' level of social media use, including frequency of use, type of social media, and its purpose and impact on daily activities.

b. Student Religious Attitude Questionnaire

This questionnaire was used to measure students' religious attitudes, which include aspects of belief, worship, morals, and the practice of religious values in daily life.

Both questionnaires used a 5-point Likert scale, with the following response alternatives: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The research instruments were tested for validity and reliability before being used in data collection.

The data collection techniques used in this study were:

a. Questionnaire Distribution, which involved distributing questionnaires directly to respondents with the assistance of the researcher to ensure honest and objective completion.

b. Documentation, which involved collecting supporting data in the form of school profiles and student enrollment data to supplement the research.

Data analysis was conducted using SPSS version 26 with the following steps:

a. Instrument Validity and Reliability Test

The validity test was conducted using Pearson Product Moment correlation, while the reliability test used the Cronbach Alpha coefficient. The instrument is considered reliable if the α value is > 0.70 .

b. Analysis Prerequisite Test

The prerequisite tests included a data normality test using the Kolmogorov–Smirnov test and a linearity test using ANOVA analysis.

c. Simple Linear Regression Analysis

The regression model used is $Y = a + bX$

Where:

Y = student religious attitudes

X = social media use

a = constant

b = regression coefficient

d. Hypothesis Testing (t-Test)

The results of the t-test are used to test the significance of the effect of variable X on variable Y, with the following test criteria:

1) If the sig. < 0.05 , then H_0 is rejected and H_1 is accepted (there is a significant effect).

2) If the sig. ≥ 0.05 , then H_0 is accepted and H_1 is rejected (no significant effect).

Results

1. Research Data Description

Data were obtained from two sources: a social media usage questionnaire and a student religious attitudes questionnaire in Islamic Religious Education. The respondents were 85 randomly selected students from grades 10 and 11 of SMA Negeri 1 Panyabungan.

Based on the results of data processing, the following description was obtained:

Variabel	N	Minimum Value	Maximum Value	Mean	Standar Deviasi
Social Media Use (X)	85	58	95	78,32	8,94
Religious Attitudes of Students (Y)	85	55	92	75,18	9,27

The table shows that students' social media usage is high, with an average score of 78.32. Meanwhile, students' religious attitudes are also considered good, with an average score of 75.18. Descriptively, these data indicate a trend in the relationship between the intensity of social media use and students' religious attitudes.

Frequency Distribution of Social Media Use

Based on the questionnaire score categorization, students' social media use can be grouped as follows:

Category	Score Range	Frequency	Percentage
Very high	85 – 100	18	21,2%
Tall	70 – 84	42	49,4%
Currently	55 – 69	21	24,7%
Low	40 – 54	4	4,7%
Total		85	100%

The data shows that the majority of students (70.6%) have high to very high levels of social media usage, which indicates a significant intensity of access and interaction with social media platforms.

Frequency Distribution of Students' Religious Attitudes

Category	Score Range	Frequency	Percentage
Very good	85 – 100	12	14,1%
Good	70 – 84	46	54,1%
Enough	55 – 69	23	27,1%
Not enough	40 – 54	4	4,7%
Total		85	100%

The distribution of religious attitudes shows that the majority of students (68.2%) have good to very good religious attitudes, although there are still 31.8% of students who are in the sufficient and less than adequate categories.

2. Prerequisite Analysis Test

Before conducting the regression test, prerequisite tests were conducted, including validity, reliability, normality, and linearity.

a. Validity and Reliability Test

The validity test was conducted on the 30-item social media usage questionnaire and the 28-item religious attitudes questionnaire using Pearson Product Moment correlation. The results showed that all items had a calculated r value $>$ r table (0.213) at a significance level of 5%, thus all items were declared valid.

The results of the reliability test using Cronbach's Alpha showed:

- 1) Social Media Usage Questionnaire: $\alpha = 0.876$ (reliable)
- 2) Religious Attitude Questionnaire: $\alpha = 0.892$ (reliable)

Both instruments were declared reliable because they had α values $>$ 0.70 (Machali, 2021).

b. Normality Test

The results of the Kolmogorov-Smirnov test showed an Asymp. Sig. (2-tailed) = 0.187 $>$ 0.05. This indicates that the data is normally distributed and meets the normality assumptions for regression analysis.

c. Linearity Test

Based on the ANOVA test results, the significance value for Linearity was $0.000 < 0.05$, indicating that the relationship between the variables of social media use (X) and students' religious attitudes (Y) is linear and meets the requirements for simple linear regression analysis.

Thus, all the analysis prerequisites have been met and the data can proceed to the simple linear regression analysis stage.

3. Simple Linear Regression Analysis Results

Based on data processing using SPSS version 26, the following regression analysis results were obtained:

Model	Koefisien (b)	t-hitung	Sig.	Information
Konstanta (a)	18,642	-	-	-
Social Media Use (X)	0,722	9,845	0,000	Signifikan

The table yields the following regression equation:

$$Y = 18.642 + 0.722X$$

This equation shows that:

- The constant value (a) of 18.642 indicates that if there is no social media use ($X = 0$), the student's religious attitude has a baseline value of 18.642.
- The regression coefficient value (b) of 0.722 indicates that every one-unit increase in the social media use variable (X) will increase the student's religious attitude (Y) by 0.722 points, assuming other factors are held constant.

Significance Test (t-Test)

The t-test results showed a t-value of 9.845 with a significance level of $0.000 < 0.05$. Thus, H_0 is rejected and H_1 is accepted, indicating a significant influence between social media use and the religious attitudes of students at SMA Negeri 1 Panyabungan.

4. Correlation and Determination Coefficient Test

The Pearson Product Moment test results showed a correlation coefficient of $r = 0.734$ with a significance level of $0.000 < 0.05$. This value indicates a strong and significant positive relationship between social media use and students' religious attitudes.

Meanwhile, the coefficient of determination ($R^2 = 0.654$) indicates that 65.4% of the variation in students' religious attitudes can be explained by social media use, while the remaining 34.6% is influenced by other factors not examined in this study, such as family environment, the role of teachers, peers, religious extracurricular activities, and students' internal motivation.

Discussion

The results of this study indicate that social media use has a positive and significant impact on the religious attitudes of students at SMA Negeri 1 Panyabungan. This finding indicates that the higher the intensity and quality of social media use in a positive context, the better the religious attitudes formed in students.

This study's findings align with the Uses and Gratification theory, which states that individuals actively choose and use media to fulfill specific needs, including spiritual and moral needs (Setiawan et al., 2024). In this context, students use social media as a means to strengthen their religious beliefs and practices.

These results also support research conducted by Ghaisani (2021), which found that social media plays a significant role in shaping adolescents' religious behavior, contributing 52.3%. Similarly, research by Safariningsih et al. (2025) showed that da'wah content on social media effectively increased changes in religious attitudes, with a strong positive correlation ($r = 0.61$).

Conclusion

Based on the research results and discussion outlined above, it can be concluded that social media use has a positive and significant influence on the religious attitudes of students at SMA Negeri 1 Panyabungan. This is evidenced by the results of a simple linear regression analysis, which showed a regression coefficient of 0.722 and a significance value of 0.000, which is below the 0.05 level. These findings confirm that increasing the quality and intensity of social media use contributes to improving students' religious attitudes.

The correlation test results also showed a strong relationship between social media use and students' religious attitudes, with a correlation coefficient of 0.734. Furthermore, the coefficient of determination of 65.4% indicates that the majority of the variation in students' religious attitudes can be explained by social media use, while the remainder is influenced by other factors outside this study.

Descriptively, the majority of students have high to very high levels of social media use and demonstrate good to very good religious attitudes. This indicates that social media functions not only as a means of entertainment and communication but can also be utilized as a supporting medium for strengthening religious values if used wisely and positively.

The results of this study have important implications for education, particularly Islamic Religious Education, so that social media can be integrated in a targeted manner as a learning tool and as a means of strengthening students' religious attitudes. The roles of teachers, parents, and schools are crucial in guiding students to use social media selectively, responsibly, and in alignment with Islamic values.

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