

The Role of Ilha Study Program Students in Spreading the Values of Religious Moderation on Social Media

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Abstract

The main aim of this research is to understand and analyze in depth how students from the Al-Qur'an and Tafsir Science Study Program (Ilha) play an active role in spreading the values of religious moderation through social media. This research problem focuses on the important role of the younger generation, especially Ilha Study Program students, in facing the challenges of radicalism and intolerance which are often spread through social media. This research tries to answer the question of how Ilha Study Program students can become agents of change in spreading the values of religious moderation in the digital space. Qualitative research method with field research type, conducting in-depth interviews with Ilha Study Program students to dig deeper into the i, challenges, strategies, as well as supporting and inhibiting factors they face in spreading the values of religious moderation.

The results of this research can provide a comprehensive picture of the role of Ilha Study Program students in spreading the values of religious moderation on social media. identify strategies used by Ilha Study Program students, such as creating creative content, online discussions, social media campaigns, and collaboration with other parties. The challenges faced are lack of good understanding or just following trends, and manipulation of information or hoax news. The supporting and inhibiting factors for Ilha Study Program students in spreading the values of religious moderation are the influence of peers, being quick and interactive, while the inhibiting factors are a lack of increasing understanding or reducing negative content on social media.

Keywords: (*role of students, values of religious moderation, social media*)

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Introduction

Social media has become very important for disseminating information to people around the world, along with the advancement of technology that is increasingly

sophisticated in this era. Nowadays, social media seems to be an addiction, especially for students. Modern students use their mobile phones almost every day. Various social media used by them for entertainment, completing college assignments, or just communicating and socialising, have unwittingly presented various kinds of information, both hoaxes and facts. Responding to the current information flood era, the most effective and efficient action in delivering positive information/news and in accordance with the facts is through social media or in other words, information warfare. (Saragih et al., 2021, p. hlm.166) In an era

where information is so easily accessible that it has become a flood that is difficult to stop and control, this has led to confusion and uncertainty to distinguish between fake news and real information. In fact, students play an important role in maintaining, caring for, and defending the integrity of the nation and state. (Jannah & Sulianti, 2021, p. hlm.181-193) As the Arabic proverb says *syubbanu al-yaum rijal al-ghad* which means that the youth of today are the leaders of tomorrow. Thus, students as the younger generation, have the potential, position, and role that is very important in determining the fate of the nation. Students, as a group of intellectuals and agents of change, have great potential to play an active role in spreading the values of religious moderation on social media. (Gadha et al., 2024, p. hlm.173-181) They have extensive access to technology and information, as well as a wide social network. In addition, students also have a critical spirit and high idealism, so they can be pioneers in building a tolerant and inclusive society.

In the religious context, social media is often the site of heated disputes that can even lead to horizontal conflicts. The spread of provocative and discriminatory content can lead to polarisation and conflict in society. With the emergence of extreme groups utilising social media to spread propaganda and attract new members, the situation is getting worse. One of the biggest challenges is how we combat today's social media algorithms, which have a tendency to create content that is unappealing

to the younger generation, especially Gen Z. There is even content that makes religion into something it is not. There is even content that makes religion funny, or news that is not necessarily true or hoaxes. As a result, it is more difficult to develop religious moderation because such news can damage faith. This problem must be solved. The value of religious moderation can help prevent inter-religious conflicts that can threaten the security and stability of the country. Social media can help build a harmonious society by instilling the values of tolerance and mutual respect. (Patih et al., 2023, p. hlm.1387-1400) Students, as one of the groups of society, are subjects that are very vulnerable to immoderate religious attitudes. This vulnerability can be understood through the understanding that students are in a phase of development that is very sensitive to environmental influences. Through the dissemination of positive and constructive content in an effort to fight radicalism, students can help fight radical groups that seek to undermine religious harmony. As part of the effort to build a civilised country, the values of religious moderation must continue to be strengthened to portray Indonesia as a moderate country because this country has extraordinary religious and cultural diversity. The focus of this research is to discuss the challenges faced by ilha study programme students in spreading the value of religious moderation on social media? What strategies do ilha students use in spreading the value of religious moderation on social media? Supporting and inhibiting factors

in spreading the value of religious moderation on social media? The facts in the field are the existence of solidarity actions, when there is a conflict between religious communities, students are often at the forefront in carrying out solidarity actions and helping to ease tensions. Student organisations, both at the faculty and university levels, often have divisions or work programs that focus on the issue of religious moderation. They hold various activities such as interfaith dialogues, visits to places of worship, and tolerance campaigns. Students use social media to spread messages of religious moderation. They create positive content, and educate in campaigning for the values of tolerance and mutual respect.

Useful literature such as research by Pebri Yanasari (IAIN Syaikh Abdurrahman Siddik Bangka Belitung, 2021) a journal entitled '*Strengthening Religious Moderation Through Social Media (Study of IAIN SAS Babel Students)*' (Yanasari, 2021, p. hlm.242-262) The purpose of this study is to present information to students on patterns of thinking and being moderate towards issues circulating on social media, especially in terms of religion so that they are able to behave not only textually but also contextually. The research method used is qualitative method with the type of field research. The results of this study show that students have more or less understood religious moderation, regardless of in-depth understanding of certain issues if it is related to social life. Surely this is a basic capital for students, especially at IAIN SAS Babel when

surfing the social world with issues of religious moderation, being able to filter and absorb intelligently the news or issues that are widely spread through social media. The research of Tri Yuliana Wijayanti and Syukri Aal Fauzi Haslis Yurnalis entitled *Strengthening the Role of Students in Spreading Moderation in Social Media*. The purpose of this study is to analyse and identify what strategies are appropriate and suitable for increasing and strengthening the role of students in spreading moderation on social media (Wijayanti et al., 2023, p. hlm.165-179) Qualitative research method. The results of this study show that students need to receive training in analysing hoaxes, strengthening peace building peace campaigns and capacity building.

RESEARCH METHODS

The research method includes the type of field research, the object of research on the role of students, strategic challenges and supporting and inhibiting factors in spreading religious moderation values on social media. Qualitative research approach, data sources of 5th semester Ilha study programme students, data collection techniques, namely observation, data collection methods by directly observing an object, phenomenon, or event that occurs in the field. Observation is to make direct observations on the object of research to see up close the activities carried out. The type of observation used in this study is the Non-Participant observation type, which is a data collection method that involves observing a phenomenon or situation without the active

involvement of the researcher in the interaction or activities observed. According to (Adil, 2023) In non-participatory observation, the researcher acts as an objective observer and is not directly visible in the situation being observed.

The researcher chose the non-participative observation method because he wanted to maintain the objectivity of the research. By not being directly involved in the situation being observed, researchers can more freely observe and record behaviour without being influenced by personal bias or social interaction. This allows researchers to obtain more accurate and reliable data. Observation in this study uses participant techniques, where researchers go directly to find out the role of ilha study programme students in spreading religious moderation values on social media. In addition, researchers conducted interviews using instruments that contained oral questions that were relevant to the focus of the research. In this study, researchers used structured and unstructured interviews. Structured interviews are a set of questions that have been prepared or arranged according to predetermined rules. Meanwhile, unstructured interviews are interviews that are carried out spontaneously in providing interview questions without any interview guidelines. The purpose of this interview is used to obtain preliminary information before a structured interview is conducted. (Suhelayanti, dkk, 2022, p. hlm.106) In this study, interviews were asked

and supporting and inhibiting factors in spreading religious moderation values in social media.

Meanwhile, the data analysis technique is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation. By organising data into categories, breaking it down into units, synthesising, arranging into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by oneself and others. The data analysis technique used is the Miles and Huberman model qualitative data analysis technique. (Huberman A.M. Miles M.B, 1984) The data analysis technique model according to Miles and Huberman includes: a.) Data collection is the overall data taken to break the data into parts then sort out which data is needed and used as ongoing research material. b.) Data reduction is selecting the main things, focusing on things that will provide a clearer picture and make it easier for researchers to collect further data, and search for it when needed. In this study, several informants were interviewed to collect the necessary data, after the data was collected, the researcher would summarise and reduce the data so that the information received could be selected and presented in the data presentation. c.) Data presentation can be done in the form of brief descriptions, relationship charts between categories, flowcharts and the like. In this case Miles and Huberman stated, the most commonly used to present data in qualitative

research is with narrative text. d.) Verification of data conclusions are new findings that previously existed. Findings can be in the form of a description or description of an object that was previously still dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

RESULTS AND DISCUSSION

Student Challenges in Spreading Diverse Moderation Values on Social Media

With the advancement of communication technology, geographical boundaries have been erased, and people can now communicate with each other through digital links. These technological advancements have also made everyday life easier. (Gandur et al., 2020, p. hlm.40-46) But it does not rule out the possibility, behind these conveniences it also has a serious impact on humans, especially on the younger generation, for example, frequent use of social media results in the emergence of lazy learning, lack of socialisation and sensitivity to the surrounding environment intolerant, individualistic, and less polite in speech (Arini, 2020, p. hlm.49-53) this is due to a lack of manners and insight in good social media. In addition, social media can disrupt our understanding of religious moderation by spreading propaganda and hate speech. One of the factors that cause conflict between and within religious communities is a lack of understanding and indifference to certain religious people or religious groups. (Al-Hamdi & Surahmat, 2022, p. hlm.324) There fore, religious moderation is a hope in overcoming

religious problems and community pluralism in order to create a harmonious life and tolerance among others (Faruq & Noviani, 2016, p. hlm.78-90) Therefore, the younger generation as the successor of the nation and religion needs to be given an understanding of what religious moderation is and its purpose. There is hope for the younger generation to understand religious life and use social media wisely. Governments and religious paradigms cannot fully control the minds of the younger generation in an internet-friendly, technology-filled world. Therefore, social media and 'search engines' allow one to quickly and easily obtain information. Thus, it is important for the younger generation to understand and practice the true meaning of religion. It cannot be denied that the progress of the times has made almost all activities connected to social media. Almost every modern society has social media for the purpose of providing information. To improve the preaching of Islam, we must take advantage of this. Religious issues have become an increasingly popular topic on the internet in recent years. Islam as the majority religion in Indonesia should be the voice of religious moderation in Indonesia. Through digital media, the call for religious moderation needs to be reintroduced.

This diversity becomes a blessing if utilised properly, but such plurality can be a challenge and threat of division if not addressed properly. (Khoiruddin, 2023, p. hlm.76) Countries with cultural, ethnic, linguistic, and religious diversity have benefits and

disadvantages, according to social facts. Each religion will claim that its religion is the best, while the downside is that diversity is a gift from Allah. In terms of religion, moderation means the middle, not the extreme right or left. In terms of religion, moderation is an attitude that does not follow political trends. Religious moderation is an attitude or inner perspective that instils values of justice and peace in religious practice. In this view, there is no good or bad; what exists is a balance in collaborating as a form of responsibility to God and oneself.

Maintaining religious moderation in the country is a difficult challenge. Strengthening religious moderation is made more difficult by the widespread use of the internet. Students are often influenced by exclusive and radical ideologies as they search for their identity and selfhood. This influence can come from various sources, such as social media, certain study groups, or even narrow-minded religious figures. When students are trapped in an exclusive mindset, they tend to reject differences and find it difficult to accept different perspectives. This clearly contradicts the principles of religious moderation that encourage tolerance and co-operation (<https://www.republika.id/posts/44375/tantang-an-moderasi-beragama-di-era-digital>) The lack of education on religious moderation is also a big challenge. On many campuses, the religious education curriculum still does not emphasise the importance of religious moderation. Religious education that focuses more on ritualistic and doctrinal aspects can reinforce

exclusive attitudes if not balanced with an understanding of tolerance, pluralism and interfaith discussions. Students need a well-rounded education that not only teaches religious doctrine but also how to interact with people of different religions. In addition, it should not be overlooked how social media influences students' opinions and attitudes. Unfortunately, social media is often used as a tool to spread radical ideologies and hate speech. Using social media algorithms that tend to promote extreme content can increase differences among students. Therefore, campuses need to take proactive steps in digital literacy to help students identify and reject information that leads to radicalism. Digital literacy has an influence on students' core competencies and future job performance that requires digital technology-enhanced knowledge and skills. (Syabaruddin & Imamudin, 2022, p. hlm.942-950)

Students play an important role in creating a society of religious moderation. They have the ability and responsibility to spread the values of tolerance and interfaith harmony as part of the intellectual community and as agents of change. With a strong educational background, students can use their knowledge to inform others about the importance of religious moderation. One way they do this is by taking part in various academic and social activities, such as seminars, discussions and workshops. Often, these activities concentrate on increasing understanding and discussion between religions as well as raising awareness

of the importance of peaceful coexistence. Collaboration between student organisations from different religious backgrounds is also a clear example of the implementation of religious moderation on campus. Through this collaboration, students can exchange ideas, broaden their horizons, and learn to appreciate differences. These joint activities not only reduce the potential for conflict, but also strengthen the sense of brotherhood and solidarity among them. In addition, students are often involved in social and humanitarian activities that involve various religious groups, such as working together in social service programmes, disaster relief, or other humanitarian activities. Students can work together, overcome differences, and build stronger bonds in different communities through these activities. In this way, students can become role models in the practice of religious moderation, showing that co-operation and discussion between religions is possible and beneficial. They play an important role in creating a more inclusive and peaceful environment, both on campus and in society at large. While religious moderation has many benefits, the road to it is difficult and faces many significant challenges and obstacles.

These challenges arise both from within the campus environment and from wider external factors. Internally, one of the main obstacles is the lack of a deep understanding of religious moderation among students. Many students may not understand the concept of religious moderation, which includes tolerance,

respect for differences, and the importance of interfaith discussions. In addition, powerful radical groups on campus can pose a significant risk. These groups often seek to attract students with extreme and intolerant perspectives, which can lead to conflict and division in the academic environment. Radicalism and religious intolerance increasingly threaten diversity and social balance in many parts of the world. Being the main agents of change in today's society, millennials play an important role in shaping views and attitudes towards religious diversity (Rahmadhani, 2024, p. hlm.154-168) On the external side, the influence of social media cannot be ignored. Social media is often a channel for spreading inaccurate information or fake news (hoaxes), which can strengthen intolerance and extremism. Students, as active users of social media, are vulnerable to divisive and provocative content. This is exacerbated by social media algorithms that tend to reinforce existing views, creating an 'echo chamber' effect that narrows perspectives and increases polarisation (Puji Susanti, Yogi Wahyu Pangestu, Yudha Iksan, Irwansyah, 2021, p. hlm. 138).

Student Strategies in Spreading Diverse Moderation Values on Social Media

Social media is widely used as a tool for various needs that cannot be avoided by all levels of society, one of which is to convey important messages quickly and easily, as well as being an effective forum for sharing positive stories. Even Indonesians often use it as a place to learn religion or learn religion through the

internet. (Rohman, 2023, p. hlm.25-42) Therefore, social media should be used as a platform to spread positive religious moderation messages, especially when there are free differences in ideas that infiltrate and influence attitudes to become more extreme to present differences in religious positions with arguments that are very far from the interpretation of religious moderation. Familiarising people with the term moderate towards their behaviour and actions that become moderate until finally manifested through social media. (Irsadhatul Ummah, 2021) Media plays an important role in spreading both good and bad values in today's fast-paced era of disruption and industrial revolution 4.0. In addition, the general public does not rely on mainstream media for information. In the field of communication and information, the phrase 'the main is no longer the main' is very relevant. Therefore, today social media has developed into an important, if not the most important, tool for shaping and propagating religious issues and feelings. Therefore, social media serves strategically to foster religious moderation by enhancing people's literacy and promoting collective values. As such, social media should not be used to spread religious hatred. Social media and content are the same. Thus, social media content is one of the most important things in utilising social media to increase the socialisation of religious moderation. According to Hamdi, there are several reasons for the importance of social media content on

religious moderation. Firstly, to show that Islam is a humanitarian religion (Hamdi et al., 2021, p. hlm.1-15)

Through soothing poetry, moderate religious content can at least alleviate tensions. Second, the paradigm must shift from qabillah to ummah. Content moderation of religion on social media can change the paradigm of fanaticism towards a particular group. Third, the restoration of Islam kaffah. This means that this approach allows for a broad understanding of Islamic principles from various perspectives. Visiting a village with a strong moderate culture and posting about it, as well as creating discussion videos and sharing them with other religious figures, are examples of social media content themed around religious moderation. Networking and Online Community Collaboration, joining online communities that focus on moderation and religious issues. Student organizations, including student organizations that participate in activities promoting religious moderation. Potential of Student Organizations: Student organizations have extensive networks on campus and can serve as excellent platforms for spreading the values of religious moderation. Some possible options: Work program: Discussing religious moderation through seminars, workshops, or group discussions. Collaboration with other institutions: To organize joint activities, you must collaborate with religious institutions, the government, or other civil society organizations. Campaign on

campus to raise awareness about the importance of religious moderation.

Supporting and Hindering Factors for Students in Spreading Religious Moderation Values on Social Media

Students, as an active and tech-savvy young generation, play an important role in developing religious education, which is the next generation of religion that will shape attitudes of religious moderation..(Putri et al., 2024, p. hlm. 16-29) Spreading the values of religious moderation on social media. Several factors that support this include: Easy Access to Information: Social media is the main platform, and students can easily access various social media platforms such as Facebook, Instagram, Twitter, and TikTok. These platforms allow them to share ideas, views, and information quickly and with many people. High Digital Literacy: Most students have good digital literacy, which enables them to search, process, and disseminate information easily.

Students have a diverse circle of friends, both in terms of religious, ethnic, and cultural backgrounds. (Astuti, 2024, p. hlm.1369-1383) This allows them to interact with various perspectives and promote the values of Religious Moderation. Peers have a strong influence on a person's attitudes and behavior. A student who actively promotes the principles of religious moderation can inspire their friends to follow suit. Students are very concerned about diversity issues and are generally interested in social issues such as diversity and tolerance. They feel a

responsibility to help create a more peaceful society. Desire to create change: Students are very enthusiastic about making changes that benefit society. They see social media as a useful tool to encourage real actions and spread moral messages. Some universities, with the support of educational institutions, have incorporated materials on religious moderation into their curricula. This helps students understand the importance of the values of tolerance and diversity. Students are the young group that will play a key role in building the future of society. Therefore, it is important to ensure that the campus is not only a place of formal education but also a platform that promotes moderate religious understanding and interfaith cooperation. (Aini et al., 2023, p. hlm.95-103). Extracurricular activities related to religious moderation can help students develop their interest and ability to spread positive values. One of the inhibiting factors is the lack of religious literacy. The lack of knowledge about moderate religious teachings makes them vulnerable to exposure to biased or radical information. Students may refrain from expressing their opinions due to the fear of conflict, debate, or disputes on social media, especially on sensitive topics. Lack of Passion Without strong motivation, students may feel lazy or unenthusiastic about actively promoting the principles of moderation on social media. Fake news and hoaxes often spread quickly on social media. This can obscure the messages of moderation conveyed by the students.

Analysis/Discuusion

As times change, it becomes easier to spread the values of religious moderation through digital access, the biggest challenge is combating algorithms that may not favor their content. Making the content more engaging. Limited digital understanding makes it easy to be influenced, even for students who are not very skilled in using it. Based on the results of an interview with one of the students who participates in an extracurricular organization:

"By chance, I am part of the IMM organization, brother. We have a da'wah sketch program, any kind of content, behind the video or content there is an implied meaning and explanation. Its name can be abbreviated as Sawah. (Sketsa Dakwah). There are also posters that we will upload on social media later, but before spreading them, we must first ensure that they do not contain elements that cause division among similar or different parties. (Wawancara Mahasiswa Prodi Ilha (P1), Di Ruang Kelas, n.d.)

As for the interview with students who are part of the campus Hima organization:

"The challenge faced nowadays is the lack of a good understanding of religious moderation, which makes it difficult to create such content. They are unable to filter information well from social media, leading them to follow trends without understanding their essence, and as a result, they do not become trendsetters." The strategies that can be implemented include targeting the right age

segment, varying the content to suit the segment, and adopting an attractive pattern. (Wawancara Mahasiswa Prodi Ilha (P1), Di Ruang Kelas, n.d.)

As for the interview with students who participate in the PMII extracurricular organization, they said:

"The supporting and inhibiting factors usually come from the students themselves.

The supporting factors are easy, quick, and varied access." Peers. Meanwhile, the obstacles are social media distractions, content, and information that cause a loss of focus. The lack of facilities and infrastructure, and the abundance of information containing hoaxes." (Wawancara Mahasiswa Prodi Ilha (P1), Di Ruang Kelas, n.d.)

The rampant spread of hoaxes on social media requires prevention and efforts to minimize them. Especially considering that among the largest users of social media are students. (Mahmuddin & Nasriah, 2021, p. hlm.97-110) Students find it difficult to distinguish between true and false information because false information, hoaxes, or misleading information about religion are often spread on social media. To create dissatisfaction among groups, manipulation of provocative or divisive content is often done intentionally. It is difficult to convey the message; students may struggle to deliver the message in moderation, resulting in misunderstandings. When students are criticized or harassed, they may find it difficult to provide wise and constructive responses if

they cannot address the criticism. By presenting content that triggers hostility and debate, polarization algorithms can also reinforce polarization.

CONCLUSION (150-200 words)

In the current digital era, the role of students in the Islamic Studies program is very important in spreading the values of religious moderation. By maximizing the potential of social media and facing challenges wisely, students can contribute to creating a more harmonious and tolerant society by spreading the importance of religious moderation, opening the eyes and perspectives of the wider community to participate in its differences. Supporting and hindering factors in spreading the values of religious moderation include peer influence and easy, quick access, while the hindrances are students' lack of understanding, especially regarding digital literacy, the prevalence of hoax news, conflicts, and hate speech.

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