

Evaluation of Digital Sociology on Student Salaf and Modern Islamic Boarding Schools

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Abstract—The current use of digital technology has a lot of influence on human life, especially human sociological aspects, such as patterns of interaction, knitting relationships between individuals, patterns of social behavior relationships, individual attitudes and actions, and so on. The purpose of this research is to find out the digital technology that is in demand and the most widely used by students in modern and salaf Islamic boarding schools and to find out how the influence of digital technology on the social relations of students/women with the internal and external environment of the Islamic boarding school. The research was carried out using a quantitative survey and correlational approach to determine the influence of the intensity of use of social media (Youtube, Whatsapp, Instagram) on social skills in salaf and modern Islamic boarding school students. The sampling technique was random sampling at three Salaf and modern Islamic boarding schools with a sample size of 204. The results of the validity and reliability tests obtained Cronbach's alpha values above 0.6, indicating that the instruments used in the research were valid and reliable. The data analysis technique was carried out using SEM PLS SmartPLS. The results of the research are that there is a relationship between the intensity and duration of social media use by students in Salaf and modern Islamic boarding schools and their level of social skills. This shows that social media usage patterns can influence their ability to interact socially, both positively and negatively.

Index Terms—Digital sociology, islamic boarding school, quantitative, social skills.

I. INTRODUCTION

The development of information technology that is more evenly distributed can help human activities in everyday life. Almost in various lines of human life utilize information technology, such as in the field of health, telecommunications, world banking and especially in the field of education. According to [1], the existence of ICT in Islamic

boarding schools can be utilized to support the management process of the Islamic boarding school and increase the positive image of the Islamic boarding school. According to [2], the development of ICT has led to a rapid flow of information, making the current generation inseparable from the use of technology, the internet and social media. In order for Islamic boarding school to remain Islamic educational institutions that can produce students with character and ethics in this digital era, according to [3] there is a need for changes to Islamic boarding school without leaving the traditions characteristic of Islamic boarding school

According to data from the Ministry of Religion, there are currently 14,000 Islamic boarding schools in Indonesia, 90% of which are located in remote areas that are difficult to reach by the internet, where most digital technologies require the internet to operate. This shows that there are still many Islamic boarding schools in Indonesia that have not utilized digital technology in the education sector [4]. The use of digital technology has such a big influence on human life. Causing influence on human sociological aspects, such as patterns of interaction, protecting relationships between individuals, patterns of social behavior, attitudes and individual actions, and so on.

According to [5], there are several areas of digital sociology, including the analysis of digital technology, namely the use of digital media by individuals to regulate self-concept and social relations, which we often encounter in everyday life in society, and of course in the area of Islamic boarding school life as described in the previous paragraph. Research conducted by [6] yielded findings that the use of digital technology by students in grades 6 to grade 9 has several patterns, namely purely for friendship, for the gaming community and for the creative community.

Some previous research regarding the influence of the media on students in Islamic boarding schools was research conducted by [7] the results of his research mentioned several positive and negative impacts of the use of social media (smartphones) on students of the Thoriql Huda Islamic Boarding School. The positive impact is that the use of social media makes it easier to communicate, obtain information, do assignments, and also for entertainment. While the negative impact is that students become lazy, lack concentration, reduce interest in learning, and there are also students who open sites that are not good.

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Furthermore, research conducted by [8] states that the use of social media (Facebook) and gadgets has a simultaneous influence on student learning motivation so that in their use parental supervision and guidance are needed so that students are not addicted/opium in their use and so that students can use the media. to increase creativity and provide convenience in obtaining positive information.

In addition, research conducted by [9] stated that the use of social media, especially Facebook among students, can be used to support students so that they can follow developments in modernization and application and can become a medium/means of da'wah.

Based on the explanation above, the author is interested in knowing how digital technology literacy is used and how digital sociology affects the lives of students in Islamic boarding schools, both salaf Islamic boarding schools and modern Islamic boarding schools. The research was conducted at Islamic boarding schools in West Java by observing digital technology literacy of students. It is hoped that the results of this observation will find out what types of digital technology are used both within the Islamic boarding school and outside the Islamic boarding school, the purpose of implementing the use of digital technology in Islamic boarding schools, what types of information are accessed and how the form of digital sociology does not have an influence on behavior. behavior can even affect the lives of students, both those in salaf and modern Islamic boarding schools.

II. LITERATURE REVIEW

A. Digital Sociology

Digital Social is technology used to facilitate social interaction used for communication capabilities such as the internet or mobile devices such as wikis, blogs, social networks, and communication capabilities such as web conferencing used for social interactions.

Digital sociology is part of the academic study of sociology which is concerned with understanding the use of digital media in all human activities. Digital sociology is a study that addresses various problems resulting from human interaction with technology in modern society. According to Lupton (2015) on Elia Damayanti, digital sociology studies are divided into four concepts, namely (1) professional digital practice, namely the use of digital technology for professional activities; (2) analysis of digital technology, namely the use of digital media by individuals to regulate self-concept and social relations; (3) digital data analysis, namely the use of various digital data for social research; and (4) critical digital sociology where things obtained from digital media can be analyzed critically and reflectively according to the theory of social science and humanity.

B. Islamic Boarding School

Islamic boarding schools are Islamic educational institutions that are rooted in the culture of Indonesian society[10]. Islamic boarding schools are dormitories where students learn to recite Islamic boarding schools which are often referred to as "Islamic boarding schools" derived from the word "santri" according to the Indonesian dictionary, this word has 2 meanings namely; 1)

People who worship sincerely, pious people, 2) People who study their studies in Islam by studying in distant places [11].

C. Traditional Islamic Boarding Schools (*salāf*)

This pesantren still maintains its original form by teaching books written by 15th century scholars using Arabic. The pattern of teaching is by implementing the halaqah system or mangaji tudang which is carried out in the mosque [12]. The essence of this halaqah teaching system is memorization, the end point of which, in terms of methodology, tends to create students who receive and possess knowledge. This means that knowledge does not develop towards the perfection of that knowledge, but is only limited to what is given by the kyai. The curriculum is fully determined by the kiai caretakers of the pondok [13].

D. Modern Islamic Boarding Schools (*Khalaf*)

This pesantren is a type of pesantren development because its learning orientation tends to adopt the entire classical learning system and leave the traditional learning system. The application of this modern learning system is especially evident in the use of learning classes both in the form of madrasas and schools. The curriculum used is the national curriculum. The position of the kyai is as the coordinator of implementing the learning process and as a teacher in the class. The difference with schools and madrasas lies in the portion of Islamic religious education and Arabic which is more prominent as a local curriculum. Modern Islamic boarding schools are pesantren that combine traditionality and modernity in their education system with the distinctive use of Arabic in their daily conversations, the use of contemporary Arabic literature books, the existence of formal schools using the national education curriculum or the Ministry of Religion and the absence of a traditional recitation system [10].

E. Social Media

Andreas Kaplan and Michael Haenlein [14] define social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and enable the creation and exchange of user-generated content. Web 2.0 became the foundational platform for social media. Social media exists in many different forms, including social networks, internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, pictures, videos, ratings, and social bookmarks. According to [15], there are six types of social media: collaborative projects (e.g., Wikipedia), blogs and microblogs (eg, Twitter), content communities (eg, YouTube), social networking sites (eg Facebook, Instagram), virtual games (eg world of warcraft), and virtual social (eg, second life).

III. RESEARCH METHOD

The research design used was a survey method with a correlational quantitative approach. By using a questionnaire tool or a list of questions aimed at respondents from Islamic and modern Islamic boarding schools to explore information that focuses on the relationship between two variables, namely the influence of the intensity of using social media (Youtube, Whatsapp, Instagram) with social skills.

The study population consisted of male and female students attending both traditional and modern Islamic boarding schools. The selected boarding schools for the study were modern and Salaf ones located in West Java. Data regarding the population size were obtained from the Ministry of Religion's Islamic Boarding School Database, which indicated that there are currently 455,715 students, with 148,987 residing within the boarding schools and 306,728 living outside [16].

According to the Slovin formula, the minimum sample required from a population of 455,715 individuals with a 7% margin of error is 204 students. The sampling method utilized was random sampling, wherein individuals were selected from the population without considering any existing strata. For data analysis, the SEM PLS SmartPLS method was employed [17], [18]. This involved assessing both the measurement model (outer model) and evaluating the structural model (inner model). The objective was to explore the relationship between the frequency and duration of social media usage among students attending traditional Salaf and modern Islamic boarding schools, and their level of competence in social interactions.

A. The research model

The research model used in the research was adopted from the Phillips social skills model, which can be seen in Fig. 1.

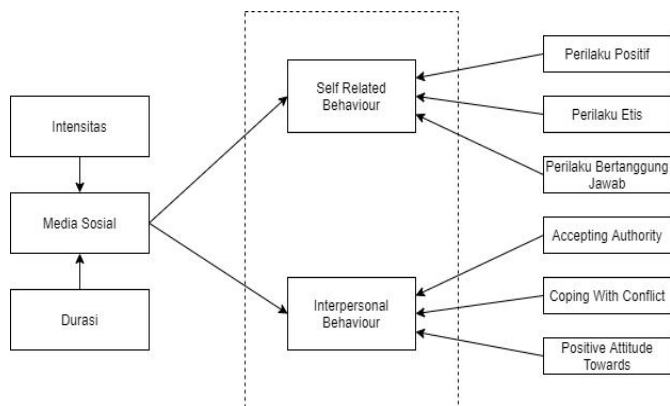


Fig 1. Research Model

B. Research Procedure

The research procedure can be seen in Fig. 2. The research procedure begins with a preliminary study, program and research hypothesis. Then conducted interview/survey, and compile research instruments, analyze the data and get the results.

the respondent's profile including age, gender, social media owned and social media most frequently used.

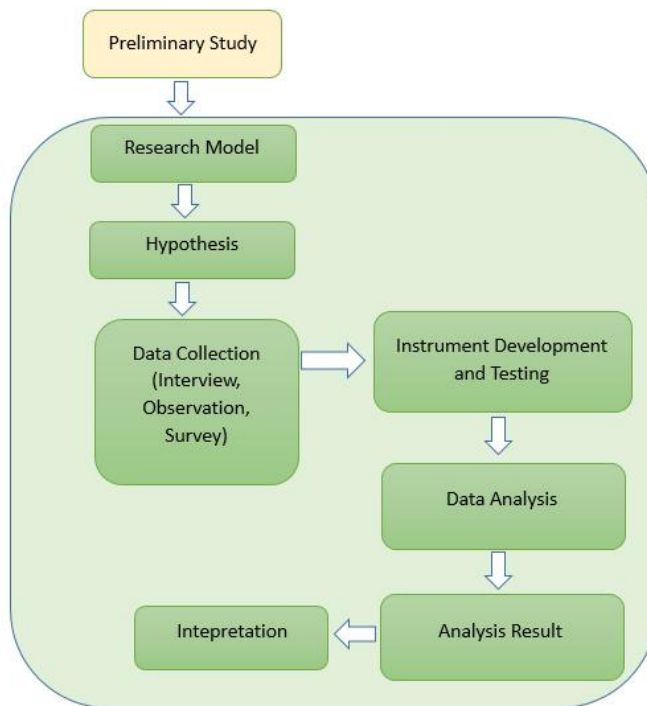


Fig. 2. Research Procedure

Sample data were obtained from students and female students at three Islamic boarding schools in Bogor, namely the Fitrah Islamic World Academy (FIWA) Bogor - Islamic International Boarding School Bogor, Assalafiyah Al Karimah Islamic Boarding School, Assalafiyah Al Aziziya Islamic Boarding School. From the results of the questionnaire, geographic information was obtained that the most frequently used social media was WhatsApp, which was 46.7%. As for the number of social media that the students have the most are Youtube and Whatsapp, which is equal to 57.3%. Based on gender, respondents were dominated by men as much as 63.8%. While female respondents were 36.2%. Based on age, the respondents were dominated by 15-17 years 62.8%. This amount is greater than respondents aged 17 by 5%, and age 15 under 32.2%.

IV. RESULT

A. Characteristic of Respondent

The respondent data that the researchers managed to obtain in a period of approximately 6 weeks (14 September – 15 October 2021) totaled 204 data. After screening the questionnaire results obtained valid data to be processed as many as 199 data. Demographic information was obtained from

Table 1.
Characteristic of respondents

Sex	Total	Percentage
Male	127	63.8%
Female	72	36.2%
Age		
< 15	64	32.2%
15-17	125	62.8%
17 >	10	5%
The most used social media		
Youtube, whatsapp	3	1.5%

Whatsapp, instagram	13	6.6%
Instagram	53	26.6%
Youtube	37	18.6%
Whatsapp	93	46.7%
the number of social media owned		
Instagram	5	2.6%
Whatsapp, Instragram	53	26.6%
Whatsapp	7	3.5%
Youtube	3	1.5%
Youtube, Whatsapp	17	8.5%
Youtube, Whatsapp, Instagram	114	57.3%

B. Validity and Reliability

The instrument test was carried out to determine the validity and reliability of the research instruments used. In the validity test of the intensity of using social media (Youtube, Whatsapp, Instagram) there are 9 valid questions and 9 invalid items. Whereas in the validity test of the Social Skills Instrument from the Use of Social Media there are 12 valid questions and 6 invalid items. Valid item questions were tested on respondents to collect data as a result of the research. The invalid data is discarded. Re-testing was not carried out because the valid items could already represent each research indicator.

The reliability test is used to determine the consistent level of answers from the students/students on the instrument. The results of the reliability test can be seen in Tables 2. In Table 2, the correlation coefficient between the latent variable and its indicators (Cronbach's Alpha) and composite reliability exceed 0.7, indicating the reliability of the instrument employed for the variable.

Table 2. Construct Reliability and Validity

Variable	CA	rho_A	CR	AVE
Duration	0.865	0.958	0.935	0.878
Intensity	0.872	0.895	0.922	0.798
Social Skill	0.807	0.817	0.873	0.632

Note: AVE = Average Variance Extracted; CA = Cronbach Alpha; CR = Composite Reliability

During the assessment of the structural model (inner model), the determinant coefficient R^2 was determined to be 0.374. This indicates a notable impact of the intensity and duration of social media utilization on the social skill of students.

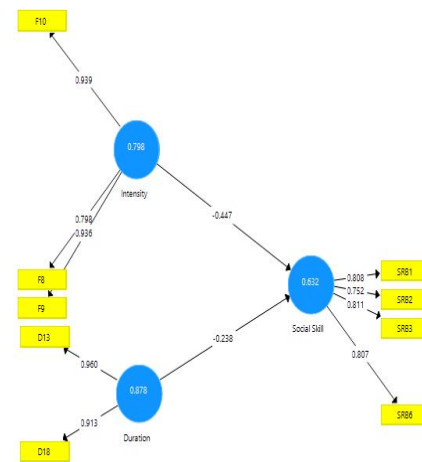


Fig. 3. Results from testing the measurement model (outer model)

In this study, the construct validity is evaluated by computing the discriminant validity values, which entails comparing the square root of the average variance extracted (\sqrt{AVE}) for each variable, or by adhering to the Fornell-Larcker criterion regarding the correlation between the variable and other variables within the model.

Table 3. AVE and \sqrt{AVE} values

Variable	AVE	\sqrt{AVE}
Duration	0,878	0.937
Intensity	0,798	0.893
Social Skill	0,632	0.795

In Table 3, the square root of the Average Variance Extracted (\sqrt{AVE}) for all variables surpasses 0.5, signifying that all variables in the estimation model satisfy the prescribed validity criteria.

C. Influence Between Variables

Based on the results of the relationship test between variables, it can be seen that there is a significant impact between the length of use of social media on social skills, with a P -value of 0.010. The negative path coefficient (-0.238) indicates that the longer users use social media, the less likely their social skills will be. Additionally, with a T -stat value of 2.574, this indicates that the path coefficient has strong statistical significance, confirming the relationship between the duration of social media use and the observed social skills (Table 4).

Table 4. Test Results of Relationships Between Variables

Relationships	β	M	St. Dev	T-Stat	P-Value s
Duration -> Social Skill	-0,238	-0,235	0,093	2,574	0,010*
Intensity -> Social Skill	-0,447	-0,455	0,085	5,267	0,000*

Note: β = Original Sample; M = Mean; St.Dev = Standard Deviation; T-Stats = T-Statistic; *) = Significant $p < 0.001$; **) = Significant $p < 0.050$; n = not significant

Furthermore, a notable impact exists regarding the intensity of social media usage on social skills, evidenced by a P -value of 0.000. The adverse path coefficient (-0.447) suggests that heightened social media engagement correlates with diminished social skills among users. Moreover, the robust statistical significance indicated by a T -stat of 5.267 confirms the observed correlation between social media intensity and social skills. Hence, these results lead to the conclusion that increased participation in social media activities significantly diminishes individuals' social skills, underscoring the necessity of acknowledging the impact of digital technology on interpersonal competencies.

D. Discussion

Field facts from the survey results obtained for digital technology typologies that are most in demand by students in modern and salaf Islamic boarding schools are YouTube and WhatsApp social media. Based on the data analysis that has been carried out, it was found that the longer students use social media, the lower their social skills. This shows that there is a significant negative relationship between the duration of social media use and students' social skills. This finding is in line with [19] and [20] study, which suggests that students' engagement with social media influences their social skills. Such effects include students experiencing time distortion, feeling offended, experiencing social isolation, developing addiction, exhibiting laziness, and engaging in other forms of deviant behavior.

The degree of engagement in social media usage significantly affects one's social interaction skills, presenting both importance and adverse consequences. These results contradict the findings of [21] and [8], who argued that increased social media usage could shape self-perception and motivation in educational contexts. Additionally, [22] suggested that social media usage levels correlate with user behavior.

V. CONCLUSION

Based on the research results, it can be concluded that the digital technology most popular with students is YouTube and WhatsApp, with a percentage of 57.3%. The results of the hypothesis test show that there is a significant negative influence between the intensity and duration of social media use on social skills. The relationship between these two variables is reflected in the coefficient of determination value, where the R value is 0.368, and the R Square value is 0.374. This means that around 37.4% of the variation in the social skills of students in Islamic boarding schools and modern Islamic boarding schools can be explained by the intensity of social media use. This shows quite a significant influence.

The recommendation from this research for Islamic boarding schools is the importance of utilizing social media for positive content to support learning in Islamic boarding schools, so that they can produce intelligent and high-quality students. In addition, it is necessary to monitor the use of social media by

teachers and parents to ensure its use is healthy and productive for students.

The research limitation and future work: there is a need to delve deeper into investigating the association between social media usage and religious conduct, alongside emphasizing the significance of employing social media for constructive content to bolster learning outcomes in Islamic boarding schools, aiming to nurture proficient and exemplary students.

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