

Holistic Model of Enhancing Personality in Social Media Education for Higher Institution Students

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Abstract

Technological advancements in conveying information and communication significantly influence society and nations' civilizational values. The mass media is a communication technology that substantially affects people's patterns of views, lifestyle, and culture. Electronic media is a type of mass media that is more popular and feasible than print media in conveying and receiving the latest news and messages. Therefore, students should create awareness about using social media for their learning to prevent the spread of immoral values and manners that can harm their self-identity, family and society. A scholarly standard to monitor social media content at the university level is very relevant in the era of technology that can guide students and society. A holistic model must be developed for social media education in the technology era that uses social media a lot to ensure that consumers use it morally following a nation's legal principles. This holistic model gives some implications for social media education, offering the proper use of social media in learning and teaching based on the correct principles and guidelines. It is very significant to impact the development of students' personalities positively, and this will contribute to the thriving culture through the proper use of social media among young generations.

Keywords: Holistic Model, Higher Education, Social Media, Students

Introduction

The development of the internet and communication technology has impacted the development of various more dynamic and interactive applications. The applications developed further accelerate the formation of community networks, social networks and online communication processes. For example, social media applications such as Facebook, Whatsapp, Instagram, Tiktok and Twitter give new effects to users to more actively interact with various audiences (Nazir, Noh, Zikri & Basiron, 2019; Ab Halim & Muslaini, 2018). In addition, modern technology has much impact on the world's changes in economics, politics and society. If in the past, children or teenagers spent their free time with beneficial activities such as outdoor activities, cycling and so forth, but today has changed in which teenagers and children are addicted to social media applications (Manap et al. 2016, Ayub, Rozali & Marni,

2019). The rapid development of the times causes society, especially teenagers nowadays, to race to use social media such as Facebook, Twitter, Instagram and the latest Tik Tok application.

However, the use of social media has created a new phenomenon: the use of diverse content. For example, we can see the difference in video sharing on social media without any objective, and some are negative to the point of being criticized by the community (Mohamad & Han, 2017; Wahab, 2018). In addition, with advanced technology such as smartphones and internet networks, users are too obsessed with social media to the extent that it has an impact on their behaviour which is seen as embarrassing themselves and others, and sometimes even embarrassing themselves and their families (Nordin, Mohammad & Mohamad, 2019, Haronzah, Mani, & Wan Embong, 2019, Azizan, Kariya & Jasmi, 2019). This matter should be taken seriously because teenagers are an important asset to the country's future. However, the study found that social media also negatively affects teenagers. These include lack of face-to-face communication skills, wasting time on social media and neglecting responsibilities, being exposed to wrong information or facts, leaking crucial personal information, and being exposed to slander, fraud and cyberbullying. (Manap, 2016).

In addition, the extreme addiction of today's teenagers to social media is seen as a driver for the formation of aggressive behaviour and attitudes, so some are willing to commit suicide. Such actions can result from being too obsessed, disappointed or influenced by the content on social media so that you fail to make reasonable judgments. For example, in a case reported in the newspaper in June 2014, a fourth-grade female student at a school in Johor tried to commit suicide after being bullied by her Facebook friend, who wanted to spread pornographic pictures of her on social media. Another case happened to a girl in Crystal Lake, Florida, Rebecca Sedwick, 12, who committed suicide after being bullied by two friends. A study conducted by Cyber Security Malaysia, the Ministry of Education and DiGi Telecommunication Sdn Bhd in 2013 involved 9,651 students from 459 primary and secondary schools across the country. It was found that 13 per cent of the respondents, i.e. 1,255 students, admitted to being victims of cyberbullying, while 26 per cent or 2,509 admitted to cyberbullying.

The psychologist and counselling expert, Prof Dr Mohamed Fadzil Che Din, explained that the situation is not strange considering that teenagers now like to use gadgets and social media as a reference source. He said these referral sources are not necessarily positive content; most make applications access harmful and useless things. "Normally, 80 to 90 per cent of its use is more focused on exploration activities to obtain new information. However, what is worrying now, Dr Mohamed, also the Deputy Vice Chancellor of the National Defense University (UPNM), said, is that excessive social media or gadgets have invited and caused various problems in the lives of teenagers. (BH Online, 1 May 2105). He said problems such as lack of interaction with the community and love to be alone. Consequently, this will lead to acting out of control, such as running away from home, which arises due to two factors: the individual and the role of the guardian or parents. There are not many studies regarding the sustainability of the use of social media, according to Sharia.

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according to Islam. He highlighted, in general, that social media must follow Islamic Sharia and can be used in various aspects such as politics, society and education as long as it does not conflict with Sharia. However, this study does not touch on the importance and necessity of a sustainability model of social media use in education at the University level. In this regard, we still lack supervision procedures or scientific standards for sharing material disseminated on social media, especially the medium of Tik Tok, which lacks attention to morals and manners, harming public perception. The Quranic model that will be highlighted will help to form students' identity in using social media, which can be a guide for students when pursuing the material they obtain through social media.

Therefore, a high level of awareness needs to be applied to students through the use of social media in the PDP method) to curb the spread of uncontrolled morals and manners that can damage the self-image, family, religion, and country. A scientific standard as an effort to monitor the contents of social media at the university level is very relevant in the era of the pandemic that can be a guide for students in particular and society in general. The Quranic model needs to be developed to ensure that users use it ethically (code of conduct), following Islamic Sharia and the principles of a prosperous nation. This Quranic model is believed to guide social media users toward developing a positive and prosperous culture that aligns with Islamic law.

The theory Acceptance Model (TAM) is widely used in studies to predict the factors that affect e-learning. TAM is one of the essential models for understanding the use and acceptance of technology and information. This model was first introduced by Davis (1989) and is still used today. The TAM theory is adapted from the Theory of Reasoned Action (TRA) introduced by Fishbein & Ajzen (1975). It is widely used as a fundamental theory in most empirical studies on student acceptance. According to Ajzen & Fishbein (1980), TRA suggests that beliefs influence attitudes and lead to intentions, shaping behaviour. In other words, behaviour is determined by a person's intention to manifest behaviour, and a person's behavioural intention depends on subjective attitudes and norms. The intention is the best predictor because it describes a person's cognitive thinking in manifesting behaviour. According to this model, the perception of usefulness is the main factor, while the ease of use factor is the second factor that affects the use of the technology system. Davis (1989) states that when the perception of usefulness is used as a mediator, the perception of ease of use positively affects the system's use.

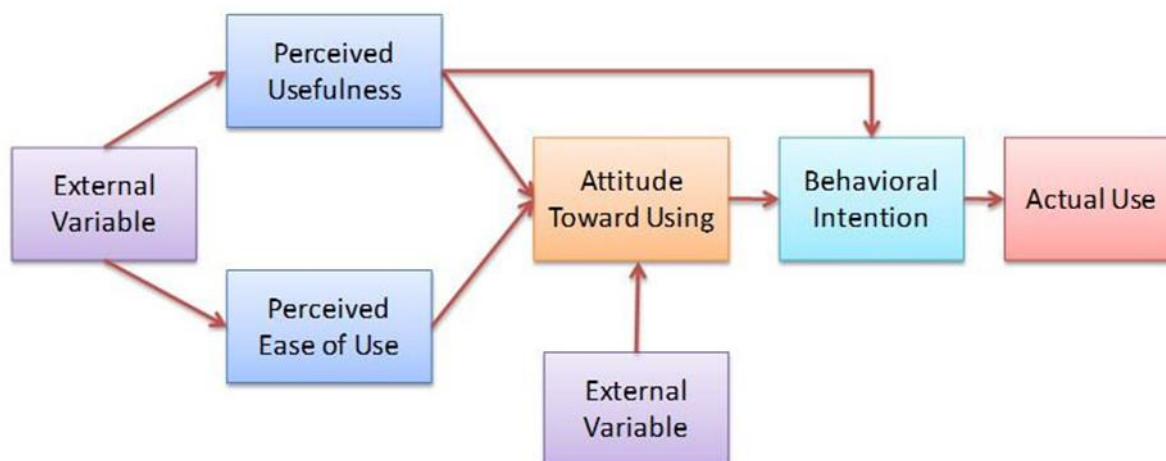


Figure 1: Theory of Education in Social Media (Davis, 1989)

Theory of Social Media as Information Sharing (Abdul Halik, 2013) The effectiveness of the role of social media is expected to be positively influenced by two constructs, namely the construction of the characteristics of information sharing and the formation of the characteristics of Social Media. At the same time, the construct of information sharing characteristics is expected to be influenced by two types of information: written knowledge and tacit knowledge. Next, social media characteristics will be positively influenced by three constructs: content, ease of use and community.

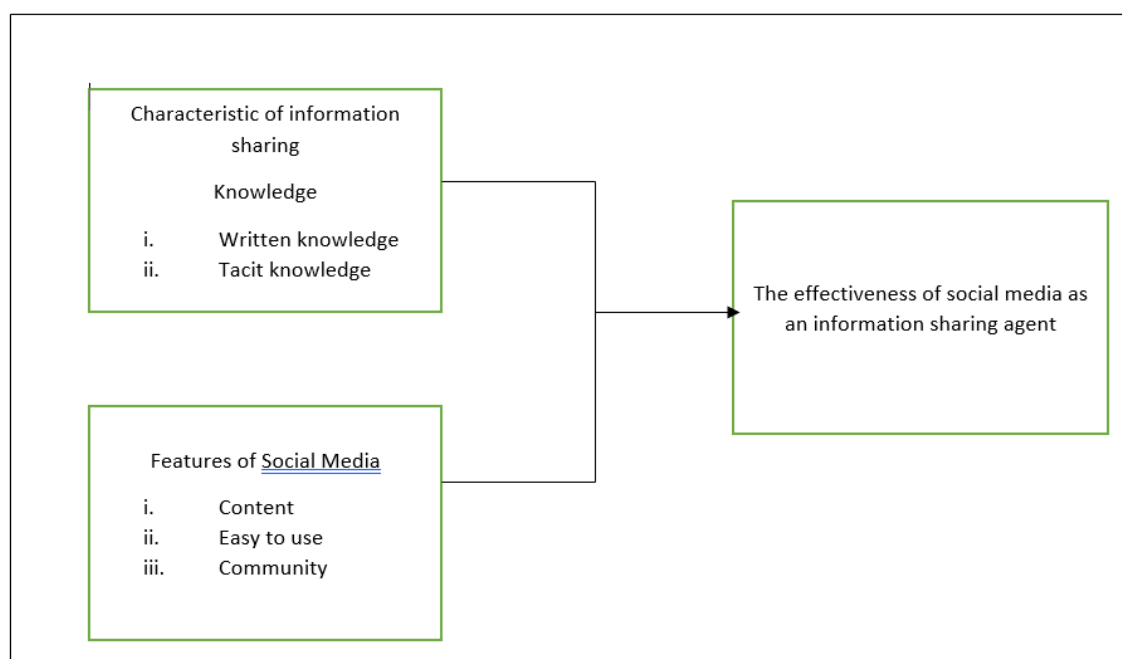


Figure 2: Theory of Social Media as Information Sharing (Abdul Halik, 2013)

Quranic model (Najmiah Omar, 2014) Quranic model is an exemplary example found in the Quran. Al-Quran is a book that gives guidance on the right path. This model refines five dimensions of the self-character building based on the narration of selected surahs, namely (i) surah al-Furqan; (ii) Surah al-Luqman; (iii) surah as-Saffat; (iv) surah Yaasin; and (v) surah

Yusuf. The Quranic model is vital in shaping an eminent and dynamic Muslim personality. It involves the holistic formation of Muslims through the concept of *hablum min Allah wa hablum min al-nas* (relationship with the God and relationship with fellow beings), who have high-level *rabbaniyyah* (divinity) values in addition to being a professional Muslim. Both of these aspects will produce intellectual and mature human capital in line with Islamic principles.

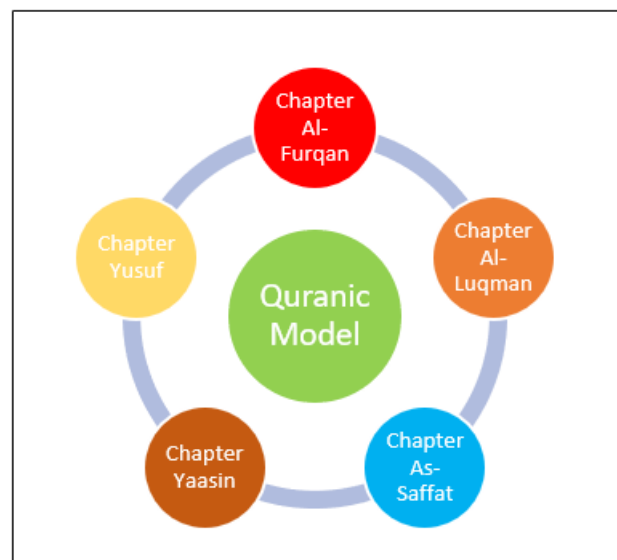


Figure 3: Quranic Model (Najmiah Omar, 2014)

Methodology

This study uses quantitative and qualitative methods.

Quantitative Methods

a) This method is necessary to study to answer the objective of the first study. It involves the distribution of questionnaires to 500 IPTA students and 500 IPTS students from various fields, including students with Islamic studies and non-Islamic studies backgrounds in peninsular Malaysia. Questionnaires are distributed through the Google Form platform in a simple random manner.

b) The questionnaire instrument was formed by focusing on the use of social media among students, which includes the frequency of use, the purpose of use, the characteristics of the content of interest, the type of social media, and the pages that are of interest to students.

c) Quantitative data analysis method using Sem Amos analysis. The findings of this quantitative study will be a reference and support for the study towards developing a Qur'anic model of strengthening students' holistic personality in the use of social media.

d) Pilot Study: A pilot study was conducted on 42 respondents at one of the universities in Malaysia.

Qualitative Method

a) Content Analysis: The qualitative data collection method involves the collection of verses of the Qur'an that are related to social media elements with the help of tafsir books and the views of scholars related to them.

b) Thematic Analysis: Nominal Group Discussion was conducted for the formation of the Quranic model of social media by applying thematic analysis. In this technique, a total of 25 Quran experts will analyze the verses of the Quran based on the chosen theme.

c) Inductive, Comparative, and Deductive Analysis: Based on the research in the Nominal group Discussion, the materials that have been collected will be evaluated and filtered until a collection of elements that coincide with the Quranic model of strengthening students' holistic personality in the use of social media. Inductive, deductive, and comparative content analysis of the content of the verses of the Quran will be done to achieve the second and third objectives of analyzing the verses of the Quran related to education through social media and elements in the Quranic model. Inductive, deductive, and comparative analysis in finding, analyzing and comparing the elements of the verses of the Qur'an that coincide with the context of social media model construction obtained through content analysis from the Qur'an, books of interpretation and al-Hadith honourable.

d) Focus Group Discussion: Conducted to discuss the refinement of the Quranic model that needs to be applied following educational elements in the use of social media. This method involves 12 experts in the field of al-Quran and two experts in education. Focus Group Discussion will analyze and confirm the elements appropriate to the study's objectives. Among the elements given focus in the Quranic model are verses related to morals, Sharia, aqidah (doctrine), verses confirming tabayun (verification), moral verses in surah al-Hujurat (Chapter of rooms), and the ethics of a Muslim in muamalah ijtimai'ah as well as the stories of the prophets and the people previous that can be taken as a good example. e) Validity Analysis: This analysis is carried out to confirm that the elements and models formed to coincide with the study's objectives. It involves 2 Quran experts and two education experts.

Results

This study employed a pilot study that was conducted on 42 respondents at one of the universities in Malaysia.

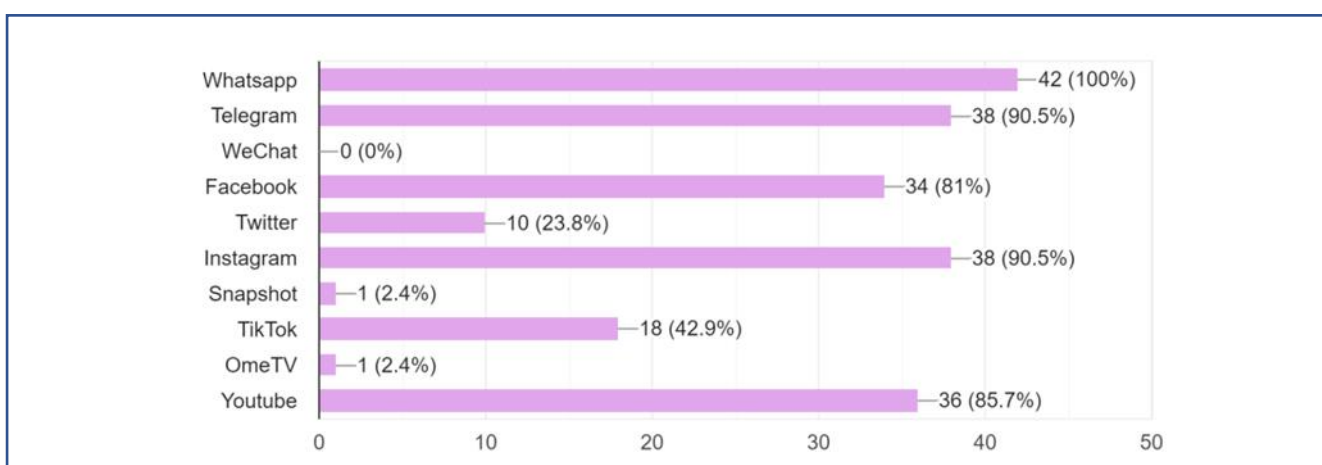


Figure 4: The Most Popular Use of Social Media among University Students

The diagram above shows that students use Whatsapp the most, which is 100% compared to other social media applications such as Telegram, WeChat, Facebook, Twitter, Instagram, Snapshot, Tik Tok, Ome TV and Youtube. This matter is because Whatsapp is the most accessible form of short messaging that can be used in addition to loading videos, TikTok and voice videos. All ages seem to use this Whatsapp application. The second highest place is Telegram and Instagram, which are both 90.5%. The Telegram application can accommodate more members if created in a group. Lecturers and students are more comfortable using the telegram application because they can load notes, materials and information needed to facilitate teaching and learning. In addition to Telegram, Quizbot is provided to facilitate students' practice in their learning. In addition, university students are more popular using Instagram because it uploads pictures and videos with pictures in a simple way, simple sentences are not rambling and are more relaxed. Meanwhile, the third highest place is Youtube, where students can see a video with pictures on YouTube a visual tutorial about a piece of information. In addition, they can present their material through Youtube, making Youtube the third highest among students.

Conclusions

The use of social media has advantages and disadvantages, depending on each individual. If students have a solid and reasonable stance, they will use social media for something that is good and beneficial. It is the other way around. The awareness that exists in the individual is vital. In addition, monitoring from people around is also necessary.

Acknowledgements

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