



The Use of Social Media as Learning Tools in the Era of 4.0 for Elementary School

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<http://dx.doi.org/10.18415/ijmmu.v7i11.2125>

Abstract

This study aims to analyze and study several studies that identify the use of social media in the primary school domain. This research is a qualitative descriptive study with a discourse analysis approach. The data were taken from research with the same theme and then compared various opinions from experts through in-depth literature studies. This research is the result of research by Ayu Kurnia et al (2019), Istikomariah (2016), Muhammad Fajar et al (2020), and Muhammad Irfan et al. (2020). This research was conducted to examine some of these studies then take the positive aspects in the form of L (1.) Formulation and clear research objectives; (2) The data generated uses official and valid literacy; (3) The research method used in detail; (4) Clear stages of implementing the use of social media; (5) Presenting research results using tables or graphs that are implemented easily; (6) The discussion of research results is carried out with expert opinion; (7) The research conclusion must have advantages and disadvantages in the use of social media in elementary schools. From the research results, this review can be used as new and reinforcing further research with the theme of using social media.

Keywords: *Media Social; Elementary Schools; Literature Review*

Introduction

The conditions of learning in Indonesia have generally been going well. Over time, the development of social media happened so fast. This development was followed by a consumptive sense of social media itself. Social media develops rapidly in adolescence and childhood because that age has a great curiosity so that through social media a child can share everything he feels through social media. The time-intensity of those who frequently access the internet or social media reduces their study time. This causes children's learning achievement to decline due to playing social media too often (Elsa, et al, 2015).

Social media itself consists of two words, namely "media" and "social". Rohani (2014) suggests that media is something that can be imaged which functions as a communication process between communicators and communicants. Ratnamulyani and Maksudi (2018: 156) suggest that "social is an act or action and interaction of a person with other people and collaborates to achieve goals, namely to

contribute to society". In addition, Mulawarman and Nurfitri (2017: 37) state that the word "social" is defined as "social reality that every individual takes action that contributes to society". So it can be concluded that social media is a tool or intermediary used to interact and communicate between a person and other people who contribute a lot to or benefit society. Indonesia throughout 2018 experienced an increase in social media users by 51% and is one of the countries with the fastest growing social media users in the world (Digital Information World, 2018). Children are one of the biggest users of social media. In 2016, a survey showed that children aged 10-14 years (elementary school students) are one of the age groups who are active in using digital media (internet and social media) (Indonesian Internet Service Providers Association, 2016). The development of technology has made children increasingly accustomed to dealing with gadgets as a means of playing, communicating, and documenting daily life (Merchant, 2015).

A survey conducted by Badri, Alnuaimi, Al Rashedi, Yang, and Temsah (2017) shows that children's interactions through social media are carried out because children feel more comfortable and easier to relate to through social media than face to face. This has resulted in various impacts both positive and negative. The positive impact of the existence of social media for students includes the emergence of creative students in creating works in the art sector and the flexibility of skills as well as the increasing network widely (Akram & Kumar, 2017).

With the existence of social media, information is obtained so quickly without extra effort by reading various related literature. Also, social media can be used as a medium for marketing, trading, finding connections, expanding friendships, etc. Even for smart people, this social media can be used to make life easier, make it easier for him to study, find work, send assignments, find information, shop, and others (Elsa, et al, 2015). In the world of education, social media is used by students to facilitate their learning activities. By using social media, students very quickly follow developments to communicate, get information, and meet their preferences. (Dyah, 2017). However, this social media also has various effects, such as the time spent on children learning. Social media users among students or elementary school students have a direct effect, both positive and negative, students who use social media without good direction can be disrupted by their learning process, but some are wise to use social media. (Dewa, 2014).

Based on this explanation, researchers are encouraged to examine how the use of social media among school students. The researcher is interested in exploring the extent to which the use of social media in students who are active in social media has been applied by parents and teachers in Indonesia.

Methodology

This research is a descriptive qualitative study with a critical discourse analysis approach. According to Moleong (2005), qualitative research is research that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Badara (2012), critical discourse analysis is an in-depth study that seeks to reveal activities, views, and identities based on the language used in the discourse. This study compares various studies with the same study, namely Social Media-based E-Learning learning with various expert opinions through in-depth literature.

Result and Discussion

The discussion of this article is divided into two parts: (1) making it easier for readers to understand and evaluate various types of research for the use of Social Media-based E-Learning; and (2) analyzing the results of various studies that identified the effectiveness of social media-based E-Learning. In the next stage, the researcher will review the results of the research and add some expert opinions according to the reviews. The results of the study examined social media-based E-Learning

learning by Ayu Kurnia et al. (2019), Istikomariah (2016), Muhammad Fajar et al. (2020), and Muhammad Irfan et al. (2020).

Social Media is one of the media used in distance learning or can be used as face-to-face learning. Ayu Kurnia et al. (2019) examined the application of attitude in using social media in elementary schools. The purpose of this study was to explore the extent to which attitude in the use of social media in students who are active in social media has been applied by parents and teachers in Indonesia.

This study found that teachers in both Islamic and public schools have online groups (WhatsApp) as a means of communication with parents to monitor student activities. Good coordination between parents and teachers is one of the determinants of improving student manners (Hamdani, 2018). Similar research states that teachers are not the only major factor in shaping children's character, but also need support from parents (Elhoshi et al., 2017). The importance of good coordination between teachers and parents is very much needed in the formation of attitude (Ihm, 2018). This can minimize the emergence of addiction to social media for a child by assisting. The forms of communication between teachers and parents in handling children's social media can be done in various ways.

An integrated digital media literacy enhancement program for students through psychoeducation of parents and teachers is one thing that can be done (Ediati et al., 2018). Improving the relationship between parents and teachers can also be done by holding regular meeting arrangements, periodic telephone programs between parents and teachers to inform each other about student progress and providing regular notes on student activities by the teacher through communication media with parents of students who have made (Lekli & Kaloti, 2015).

This study also found that teachers and parents in Islamic schools participated more actively in the formation of student etiquette on social media than teachers in public schools. The form of parental participation in Islamic schools is in the form of actively asking about children's development to the teacher and often coming to school to consult about the condition of students. The application of Islamic religious values in public schools is deemed not able to optimally infiltrate social media attitude in students. The application of the Islamic religious education curriculum in public schools consists of several aspects, namely, faith or *aqidah*, the Koran, hadith, morals, dates (history) and *fiqh* (Islamic law) (Hatim, 2018). The not optimal application of Islamic religious values is due to the lack of parental involvement in monitoring student development. Schools have placed restrictions on the use of gadgets in schools, so that good cooperation between parents and students is needed in activities outside the school environment.

The results of this study indicate that so far the patterns given by parents and teachers in social media manners are in the form of restrictions, including not allowing to use gadgets at school and setting the schedule for using gadgets at home (on weekends). This is in line with Antre-Contreras' research (2016) which shows that parents tend to use authoritarian parenting techniques in terms of children's use of social media. This could be because teachers and parents do not fully understand the use of social media and there tends to be a negative view of the impact of social media (Niken & Haan, 2015). From these problems, a solution is presented in the form of parents being able to work with teachers in creating a positive internet experience for children while still allowing children to be active but still providing boundaries and assistance (Livingstone, Ólafsson, Helsper, Lupiáñez-Villanueva, Veltri, & Folkvord, 2017). Assisting is one of the keywords for implementing attitude, not only restrictions on social media.

Research similar to Ayu Kurnia et al. (2019) is a study by Muhammad Fajar et al. (2020). Muhammad Fajar researched the use of social media among elementary school students. Some students use social media in elementary schools as researched by Muhammad Fajar to use social media as a means of establishing communication, seeking information and entertainment. All students interviewed admitted to frequently using social media in their daily lives. This refers to observations made before the interview, namely that some students had social media accounts but said they could not open them because cellphones were not taken to school.

In general, the purpose of using social media is so many and can develop depending on the imagination of the user. This refers to the purpose of primary school students using social media, social media makes it easier for students to communicate but with different paths and goals. It seems that some use social media to be a new space in self-visualization, some aim to hone their marketing skills and even new media to communicate learning.

Based on the results of research conducted by Muhammad Fajar et al. (2020), it was found that social media was used very often by students. The use of social media is very much attached to students' daily lives. Based on this, it refers to Ardianto's opinion in his book entitled *Mass Communication* that: The level of media use can be seen from the frequency and duration of media use (Ardianto, 2004).

In terms of using the types of social media that are mostly used by students, namely WhatsApp, Instagram, and Facebook. This social media is easy to use and has a lot of features. besides that, some students prefer to be active in conversation forums than online games because this can make them have their virtual world. Based on the results of this study, it is in line with the theory put forward by Andreas M Kaplan and Michael Haenlein in their article entitled *User of the World, Unite! The Challenges and Opportunities of Social Media* that the types of social media are classified, namely: First, website collaboration projects., Second, blogs and microblogs., Third, content or content., Fourth, social networking sites., Fifth, virtual game world., Sixth, virtual social world. (Ministry of Trade of the Republic of Indonesia, 2014).

Based on the results of the research on the use of students' social media, a clear impact was obtained in this study, namely making learning activities easier by providing new experiences for students, teachers, and parents through groups that had been created on social media. Another impact arises from negative things, namely addiction to accessing social media so that there is less time for studying and making the use of pocket money more wasteful. This is in line with Zukria's opinion on the positive and negative impacts of social media. The positive impacts of social media according to Zukria are: (1) Facilitating learning activities, because they can be used as a means of discussing with school friends about assignments (seeking information); (2) Finding and adding friends or reuniting with old friends. Whether it's friends at school, in the play environment, or friends who meet through other social networks; (3) Eliminating student fatigue, it can be a stress medication after a day of struggling with lessons at school. For example, commenting on other people's sites which are sometimes funny and tickling, playing games, and so on. The negative impacts arising from social media are: (1) Less study time, due to the fun of using social media; (2) Disturbing concentration in school learning; (3) Damaging the morale of students, because of the unstable nature of children and adolescents, their curiosity can access or see images that are not suitable for children to see; (4) Spending pocket money, to access the internet; (5) Disturbing health, staring too much at the screen of a cellphone or computer or laptop can interfere with health (Khairuni, 2016).

With the existence of policies that have been formulated by the principal and in collaboration by teachers and staff. The rules for the use of social media remain controlled and under the auspices of the teachers, which is social media for students, the only access is to use their smartphones and this use

has been included in the policy of carrying and using cellphones. So the agreement regarding the policy matters that apply in elementary schools studied by Muhammad Fajar et al. (2020) has been implemented as well. Talking about the influence of social media on elementary school students, Muhammad Irfan et al. (2020) will discuss the positive influence of social media use on elementary school student learning motivation. This study describes the results of research data analysis, namely descriptive statistical data analysis and inferential statistical data analysis that answers questions on the problem formulation and proves the research hypothesis that has been described.

Based on the results of the research data processing, the results of descriptive statistical analysis and inferential statistical analysis were obtained. On the results of descriptive statistical analysis of the independent variable, in this case the use of social media among students. The data from the research results indicate that the average score of students' social media use is 57.7647 from the ideal score of 80. The standard deviation value is 7.25696. The categorization of social media usage is divided into 4, namely very low, low, high, and very high. For the very low category, there were no students in that category, while 8 students (15.69% of 51 students) were in the low category, 38 students (74.51% of 51 students) were in the high category and as many as 5 students (9.8% of 51 students) use of social media is in the very high category. This shows that the use of social media by students is in the high category. Thus, there needs to be supervision from the environment around students to provide positive directions in the use of social media, both from the school and especially parents so that social media can be used properly as a medium for children's learning because it cannot be denied that social media is an internet-based application is free and open which can have a big impact on children. However, if its use is directed towards positive things such as learning media, it can help increase children's learning motivation and will have a positive impact on children. Chalim and Anwas (2018) suggest that the role of parents as the closest family environment to children is very important in creating a conducive environment so that children use the internet positively and from the school environment, teachers have an important role in guiding and inspiring students to be able utilize the internet as a medium of learning.

The results of the descriptive analysis in the explanation above show the level of use of social media in elementary schools which is in the high category, this is in line with the results of interviews that have been conducted with the school, in this case, the teacher or homeroom teacher. The resource person explained that the students in their class already knew and accessed social media. Commonly accessed social media are social networks such as Facebook and WhatsApp or line applications. However, in accessing social media, there were never any students accessing social media in the school environment because the school gave rules not to bring smartphones to school, except for urgent needs such as contacting parents for those who have a home distance from school. , so they can be picked up by their parents during school hours. Also, as an educator, the teacher provides classroom rules to use social media only 2 times a week or on holidays, if not needed for learning activities at home.

The results of the descriptive statistical analysis of the dependent variable, namely student learning motivation, showed that the average score of student learning motivation was 65.7255 from the ideal score of 80. The standard deviation value was 7.38398. The categorization of student learning motivation is also divided into 4, namely very low, low, high, and very high. For the very low category, there were no students in that category, while 2 students (3.92% of 51 students) were in the low category, as many as 20 students (39.22% of 51 students) were in the high category and as many as 29 people (56.86% of 51 students) their learning motivation is in the very high category. Thus it can be said that the elementary school students studied by Muhammad Irfan et al. (2020) has excellent learning motivation. This shows that the use of social media properly and wisely can have a positive impact on students. However, there is still a need for positive encouragement from the environment around students such as teachers, parents and especially themselves to implement the encouragement to learn in themselves so that they get better learning achievement.

The results of the descriptive analysis in the explanation above show that the level of learning motivation is in the very high category, this means that most students have very good learning motivation. The results of the analysis are also in line with the results of interviews that have been conducted with the school, where the informants stated that the positive and negative impacts of using social media accounts among students do not look significant. Although it cannot be denied that some students may be classified as addicted to social media, most students can still maintain their learning motivation. This may be because the students have been given advice and direction by their homeroom teacher to access social media only 2 times a week for those who have the habit of using and accessing social media. For students who may have been addicted to social media, it is hoped that the closest environment for students, in this case, are parents and families of students, to provide direction and support in the use of smartphones and social media.

Based on the results of hypothesis testing using simple linear regression analysis, it is known that the value of the correlation/relationship (R) between the two variables is 0.550 or equal to 55%. While the coefficient of determination (R Square) is 0.303 which indicates that the effect of the independent variable (use of social media) on the dependent variable (learning motivation) is 30.3%. Then, based on the significant value of table 4.8, the significance value is $0.000 < 0.05$, and the t value is known to be the count of $4.615 > t \text{ table } 2.009$, so it can be concluded that the wise use of social media affects the student learning motivation variable. Also, the regression coefficient value is positive, namely 0.560, so it can be said that the direction of the influence of the variable use of social media on learning motivation variables is positive. This is in line with the results of Permana's research (2018) which states that the results of the analysis of student learning motivation using a motivation questionnaire and that are described between treatment classes and control classes, it is found that the treatment class (80%) tends to be higher than the control class (70%), so it can be concluded that there is an effect of the use of social media as a learning resource on learning motivation.

Similar to Muhammad Irfan et al. (2020), Istiomariah (2016) also examines the influence of social media. Istiomariah (2016) raises the title about the influence of the intensity of social media use on student peer acceptance. The results of the study regarding the influence of the intensity of social media use on peer acceptance show that there is a positive and significant influence on student peer acceptance. This means that the more often children play social media, the more they are accepted in the association with their peers.

This is in line with the opinion expressed by Yesenia (2011: 18) that when someone frequently updates on social media, that person will increasingly exist. Exist means being famous/popular, noticed and liked by many people, and easy to get along with many people. This means that the more a child is on social media, the more popular the child will be, become a concern among his friends, and find it easier to socialize.

Based on research using a scale, different data on the intensity of social media use and peer acceptance data are obtained. Each data was divided into 3 categories, namely high, medium, and low. The results of the intensity scale of the use of social media for students who were included in the high category were 55 students or 37.67%, students in the moderate category were 91 students or 62.33%, and no students were included in the low category. This indicates that the intensity of social media use is quite high. Even the intensity of use of social media that is included in the low category does not exist at all.

This is in line with the results of research by Kominfo and UNICEF (in Gatot Dewa Broto, 2014) which states that internet users from among children and adolescents amount to 30 million people. The results of this research are reinforced by the results of research from the Environics Research Group (in Weny Rochmawati, 2011: 6) which found that the time children use to access the

internet, including social networking at home, is on average 1-3 hours each time they access the internet, while in school children access at least 1 hour. When viewed from the results of the research above with the results of research by researchers, the use of social media among children is quite high.

The high intensity of social media use among children is motivated by several things. According to Roslina Verauli (2015), children use social media because the Pressure Peer Group or other friends also have. Children do not want to be left behind with their friends, want to have many friends and also want to have many followers. If there are children in a class or school who use social media, the other children usually want to follow because basically the feeling of competition in children is still high. This is what underlies the high intensity of social media use among children.

The percentage of each aspect of the intensity of social media use with the highest percentage is the "dominating" indicator point with a percentage of 78.64%. This large percentage shows that students think that opening social media is an important thing, so students will often open social media every day. This statement was strengthened by the Association of Indonesian Internet Service Providers (in Puskakom, 2015: 31) with the results of its survey which stated that when users use the internet, 87.4% are used to open media or social networks. Based on the survey results, it can be seen that opening social media is an important thing for someone to do when that person accesses the internet.

The results of the peer acceptance scale state that the peer acceptance of students who are in the high category is 89 students or 60.96%, the students in the moderate category are 57 students or 39.04% and no students are in the low category. These data indicate that peer acceptance among students is good. This is in fact contrary to data from Davit Setyawan (2014), which states that bullying cases among children aged 6-14 years are in the top ranks as the cases most frequently complained of to KPAI. Bullying is a sign that there are children who are less accepted by peer groups, so that bullying appears. However, cases of bullying are rare. Actually, there are cases of rejection of students by their peer groups, but only 1 or 2 students are involved.

Meanwhile, the highest percentage of the peer acceptance indicator was the indicator point "being placed in a good position and invited to various group activities" with a percentage of 86.98%. This shows that when a person is accepted by classmates, the student will be placed in a good position, for example being made a class administrator or being made a group leader. The explanation above is in line with the theory presented by Hurlock (1989: 95) that one of the conditions that show that a teenager is accepted by his peer group is to be placed in a good and respectable position, always invited and involved in various group activities, often asked for advice by friends. because he has sympathy, trustworthiness, and dignity.

The correlation coefficient between social media and peer acceptance is 0.569. This correlation coefficient is in the range 0.50-0.70 which is included in the moderate level. Therefore, the intensity of social media use and peer acceptance has a moderate and positive correlation where when the use of social media is getting higher, peer acceptance is getting higher. This is in line with the statement of ICT Watch (2012: 40) which states that someone who uses social media will easily make friends with other people. In addition to making friends easier, a person will also be more friendly, caring, and have empathy. This form of attention and empathy is, for example, giving congratulations when a friend has a birthday, giving condolences when a friend has an accident, and providing comments on status or videos uploaded by friends. Someone who gives attention and empathy to his friends will certainly be more easily accepted in the relationship. The coefficient of determination (R^2) in this study was 0.323 which means that social media contributed 32.3% to peer acceptance and the remaining 67.7% was influenced by other factors not examined in this study. The social media used by students as a percentage of 37.67% which is included in the high category and 62.33%, which is included in the medium category.

This indicates that the intensity of the use of social media among elementary schools studied by Istikomariah is quite high. Meanwhile, student peer acceptance in the high category was 60.96% and students in the moderate category were 39.04%. This indicates that peer acceptance that exists among students is good.

1. Comparison methodology, advantages, disadvantages, and conclusion of studies

Comparison	Ayu Kurnia et al	Istikomariah	Muhammad Fajar et al	Muhammad Irfan et al
Methodology	A qualitative approach with thematic analysis techniques was used in this study to analyze the research data	This study uses a quantitative approach. This type of research is to expose facto.	This research is a qualitative research that will describe and describe the real conditions of the research object	This study uses a quantitative approach. This type of research is ex-post facto.
Advantages	The emergence of students who are creative in creating works in the field of art and the flexibility of skills and increased network widely	Giving students knowledge about technology, so that students can be more sensitive to technological advances.	Facilitate communication between students and teachers as seen from the interaction that has been made	Children can learn how to adapt, socialize with the public and manage a network of friends, and make it easier for children in learning activities because it can be used as a means to discuss with friends about their school assignments..
Disadvantages	Being exposed to negative content from the internet related to increased anxiety, depression, low self-esteem, anti-social personality disorder, compulsive behavior	It is difficult to socialize with people around it because social media users are lazy to learn to communicate for real. People who are active in media issues, if they meet in person, are quiet and don't hang out	Scattered content that kids haven't been able to review and led to some indications of addiction	The large number of children who use it not for learning but their busyness in social networks such as Facebook, Twitter, Instagram, and others, making them negligent in their duties makes these children less disciplined and easy to copy other people's works.

Conclusion	<p>The forms of implementing social media attitude that has been carried out on elementary school students include controlling the intensity of using gadgets, planting the values that are do's and don'ts and monitoring the use of gadgets both at school and at home to be values that can be used to become a reference in the formation of social media attitude learning modules for students.</p>	<p>much.</p> <p>The results showed that there was a positive and significant influence between the intensity of social media use and peer acceptance, which means that the higher the intensity of the use of social media by students, the more students are accepted in the interactions with peers.</p>	<p>The use of social media is more dominated by students whose intensity of use varies widely because it is based on several factors, namely the means to access, available facilities, financial conditions and policy factors from parents. Meanwhile, students use social media with various purposes, including to make more intense friendships, to bridge the learning process, and not to be separated from self-actualization and visualization.</p>	<p>The average score of students 'use of social media is in the high category while the average score of student learning motivation is in the very high category, so the use of social media positively affects students' learning motivation</p>
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Conclusion

Based on the research discussion, it can be concluded that the use of social media in learning in elementary schools is feasible and that optimal application can increase student motivation. Based on studies by Ayu Kurnia et al (2019, Istikomariah (2016), Muhammad Fajar et al (2020), and Muhammad Irfan et al. (2020), there are positive aspects that can be taken and points of weakness such as negative aspects that must be avoided by researchers. Furthermore, the positive aspects above of the study include: (1) the formulation of research objectives must be clear; (2) background data must use international research data and official data from national ministries, observations, questionnaires, and other research results; (3)) the research method is described in detail; (4) the stages of media implementation are explained; (5) the research data is presented in a table or graph that is easy to understand; (6) the discussion of the research results must be accompanied by an expert opinion; and (7) the research conclusions must be accompanied by an explanation of the strengths and weaknesses of social media users that have been done with the aim of facilitating further research.

The limitation of this literature review research is to only study 4 studies on the use of social media in elementary schools. The types of social media studied are not yet diverse, which can be in the form of image or video sending applications. For future researchers, this research can be used as a reference to the theory and research methods that want to be used to study social media used in the primary school domain. In addition, it is hoped that there will be further studies on social media in elementary schools that have never been studied before such as its application in learning.

Acknowledgements

The researcher expressed his gratitude to the headmaster, teacher, and students of the elementary school in Boyolali who had deigned to research subjects. Also to my lecturer, who has guided and provided input to this article. To my parents and sisters who always pray and encourage. and push.

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