

Principal Policy on Students' Use of Social Media in an Effort to Improve Learning Interest (Case Study of MAS Al-Washliyah Johor)

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Abstract: The purpose of this study was to see how the principal of MAS Alwasriya Johor manages the use of social media to increase students' learning interest. Social media is an online platform that allows people to communicate, collaborate, share, communicate, and build real social relationships. This descriptive field study used a qualitative methodology. Based on the survey results, in the 2022/2023 academic year, all MAS Al Wasriya Johor students were more active on social media, especially to upload daily activities and as a learning tool, although they often used cellphones during learning. I feel it is being used. The Principal took action, including prohibiting the use of cellphones during learning and ordering teachers to confiscate cellphones used during learning. This strategy was very effective, as evidenced by the reaction of students who left their cellphones in the classroom and secretly used social media during recess.

Keywords: Head of Madrasah, Social Media, Learning Interest

INTRODUCTION

In today's digital era, social media has become an inseparable part of everyday life, including in education (Uniyarto, 2021). The use of social media by students brings a number of benefits in the context of education, such as facilitating direct access to information, enabling collaboration with fellow students, and enhancing learning outside of formal classes (Makhid, 2023). Social media can also be used as a tool to increase students' interest in learning, for example by presenting learning materials in a more interesting and interactive format (Sholah, 2023).

In this context, the principal of the madrasah has an important role in regulating the use of social media among students (Alauddin, 2023). Appropriate policies must be taken to ensure that social media is used wisely and supports the learning process, not disrupts it. For example, the principal can set rules that regulate the time and type of use of social media, as well as provide education to students about the responsible use of social media (Meiana 2023).

The role of the madrasah principal in regulating restrictions on students' social media use is very important, especially in the context of increasing their interest in learning (Adiyono, 2023). In the case study of MAS Al-Washliyah Johor, the policies taken by the madrasah

principal reflect efforts to create a conducive learning environment and focus on students' academic development. In the context of MAS Al-Washliyah Johor, the madrasah principal can set rules such as restrictions on the use of social media during study hours or prohibitions on the use of social media in the classroom.

Another role of the madrasah principal is to supervise the implementation of the policy. This supervision can be done by collaborating with teachers and other staff to monitor student activities and ensure that the policy is implemented properly. The madrasah principal must also evaluate the effectiveness of this policy periodically, taking into account input from teachers, students, and parents (Khuliyati, 2022).

Teachers are responsible for ensuring that students comply with these rules during class hours. They can set specific rules in the classroom, such as prohibiting the use of mobile phones or social media during lessons, and provide educational sanctions for students who break the rules. Because teachers are always with students, they have an important role in supervising the use of social media by students (Anggraini, 2019).

The problems that exist in the madrasah environment, especially at MAS Al-Washliyah Johor, which are unique and attract the attention of researchers to conduct research, namely one of the prominent problems in this madrasah is the high intensity of social media use among students. Social media has benefits, such as facilitating communication and getting information, but excessive use can interfere with students' concentration and interest in learning.

Many students are more focused on activities on social media than on attending lessons in class or doing schoolwork. Researchers also see indications that uncontrolled use of social media has a negative effect on student learning achievement. There is a tendency for students who are active on social media to experience a decline in their academic achievement. This is a special concern because academic achievement is one of the indicators of the success of education in madrasahs.

The researcher is interested in seeing how the role of the madrasah principal and teachers in overcoming these challenges, as well as what policies can be implemented to reduce the negative impacts of social media and increase interest in learning. The madrasah environment at MAS Al-Washliyah Johor also has a unique cultural and social context, which can influence how students use social media and how they respond to school policies. Social media can interfere with students' learning at school because their concentration can be divided by the desire to know about social media and the desire to know the latest gossip (Hasan, 2021). Moreover, some students are willing to skip class and run away from school just to go to the internet cafe. They can do various activities at the internet cafe, such as playing online games and accessing various social media, such as Facebook and WhatsApp. Because of this, students' seriousness in learning

decreases. Seriousness in learning is the definition of the time and frequency of learning needed by someone to achieve academic goals.

Many students who are still studying at this time, such as at MAS Al-Washliyah Gedung Johor, are lazy to study. This school has a number of students who are not serious about studying, do not study often, and are not responsive during teaching and learning activities. Their bodies are in class, but their minds are in a different place. After school hours are over, the books they bring to school are not touched again and remain in their bags until the next day. Learning is actually a process of preparing humans to improve skills, shape character, and civilization to improve the life of the nation.

This research focuses on the policy of the Head of Madrasah in controlling the use of social media to increase student learning attention at MAS Al-Washliyah Gedung Johor. Social media is an online platform that allows people to communicate, interact, collaborate, share, talk, and form social networks virtually. Currently, almost everyone who has a smartphone also has a social media account such as Facebook, Twitter, Path, Instagram, and others. This situation has become a routine that changes the method of speaking in the current digital era.

In this context, the head of the madrasah has an important role in regulating the use of social media among students. Appropriate policies must be put in place to ensure that social media is used wisely and supports the learning process, rather than disrupting it. For example, the principal can set rules governing the time and type of social media use, as well as provide education to students about responsible social media use.

METHOD

This research is a field research with a descriptive approach and uses qualitative procedures. Qualitative research aims to provide a detailed reflection of the atmosphere and events with factual and systematic methods, including factors, characteristics, and relationships of the phenomena studied (Djam'an, 2002). Descriptive research involves collecting information in the form of words, diagrams, and photos, and providing a description of indications, facts, or events systematically and accurately related to the characteristics of a particular population or zone (Nurul, 2006). This descriptive research describes socio-religious phenomena with observation variables that have been clearly and specifically determined. Descriptive qualitative research focuses more on the authenticity of information obtained from reality in the field, not from theory, in accordance with the real conditions that occur in a position or community (Sayuti, 2002). Therefore, this research aims to describe the position of the head of the madrasah in formulating policies on the use of social media to increase student learning attention at MAS Al-Washliyah Gedung Johor.

This research was conducted at MAS Al-Washliyah Gedung Johor, Jalan. Karya Jaya No. 267, Medan Johor, Medan City. The participants consisted of 3 people with the initials ZA (55 years old) as the principal, IM (44 years old) as the head of student affairs, and AB (17 years old) as the head of OSIS. Information was collected directly through interviews and observations. The information obtained came from informants and observation results with a purposive sampling method, based on the criteria that had been officially established for the head of the madrasah, head of student affairs, and the head of OSIS MAS Al-Washliyah Gedung Johor. Structured interviews were attempted with a set of questions that had been prepared in advance. The author also visited MAS Al-Washliyah Gedung Johor directly and collected additional data from novels, newspapers, the internet, and other sources to support this research.

RESULTS AND DISCUSSION

RESULTS

The Role of the Principal of Madrasah in Making Policies on the Use of Social Media

Social media has become an important part of everyday life, including in schools. School policies on the use of social media aim to create a positive and productive learning environment. As educational leaders, principals are responsible for creating laws that maximize the benefits of social media and minimize its risks. Good policies should include effective monitoring and enforcement mechanisms, so that students can use social media responsibly. The use of social media at MAS Al Wasliyah, especially for students, is very active, especially since most students use Android-based phones. This phenomenon is no longer considered rare, considering that the millennial generation is already familiar with smartphones, which are very easy to use. Therefore, it is not surprising that almost all students have their own social media accounts, such as Facebook, WhatsApp, Instagram, and other platforms. In this context, the flow of globalization accompanied by technological advances has a significant impact on students, which can influence them to do positive or negative things. Many students spend their time only being active on social media, because now almost everything can be found by accessing the internet. In addition to social media, online games are also very popular with students, especially boys, and this is no less bad in its impact, because it can cause serious addiction. Based on observations at MAS Al-Wasliyah, students showed a high intensity of social media use. It was seen that some students were constantly holding their cellphones in the school environment, even though the use of these devices should be limited. In addition, when study time ends, the books brought by students are often not opened again and remain in their bags. During the transition between materials or after study hours are over, many students prefer to use their free time in class and the madrasah environment to play with their cellphones.

Social media is now an important part of students' daily lives, helping them communicate, get information, and enjoy entertainment. However, if the use of social media is carried out continuously without time limits and without supervision from teachers or parents, it can have unfavorable consequences, this can have a negative impact on students, such as a decrease in enthusiasm for learning because they are too comfortable with their cellphones. Therefore, schools have implemented policies to address this problem.

“All students in this school must have social media accounts, especially since modern students are the majority of social media users. Creating social media accounts is easy to access, and most students only use their cellphones to kill time. To increase the enthusiasm of these students to learn, we must stop such habits”.

According to the results of an interview with ZA as the principal, the use of social media at MAS Al-Wasliyah Johor is very high. Almost all students have social media accounts, with only a few who do not. In today's era, students are more likely to seek news and information through social media than through broadcast media or TV. For students, social media is not only a tool to access cyberspace, but also a part of their daily lifestyle.

The IM resource person who is the head of student affairs said that social media has positive benefits, such as helping students find information that is not available in school books. Social media also helps students get more complete information. Students admitted to being very active in using social media, such as watching educational content on the Calon Sarjana Facebook Channel and posting their daily activities on applications such as WhatsApp, Instagram, and Twitter. In terms of news, students are more active in using Instagram and Twitter because Twitter is known as the social media that provides the fastest information updates.

"In my opinion, students here use social media more and most of them are also active users. I myself use Instagram, WhatsApp, and Twitter to post daily activities, while watching YouTube and Instagram for educational content such as the Calon Sarjana channel. In my opinion, social media is very important and can provide many benefits if we use it well. So, it depends on each of us, sis".

According to the resource person AB as the head of OSIS, the use of social media among students is very active at MAS Al-Wasliyah Johor. Ab stated that every student he met had a social media account every day, so social media is considered common among students today. Outside of class, many students use social media in the school environment to browse content, update their status, or capture activities. Students believe that social media is very important, especially for learning. In addition to being able to follow other people's activities, social media also functions as a learning access tool. With social media, students can gain general knowledge that is not available in school books or printed books.

"Social media is important to me because we can get information from the internet, not just from school books. In addition, we rarely have cellphones at school because we are only allowed to have them during breaks or after school. The school has very strict rules, sis. It is

forbidden to play with cellphones in the school room during study hours. If you look at it, I think most people who object to this rule are because they are too obsessed with the virtual world so that it is difficult to accept it".

The use of social media among MAS Al-Wasliyah students is very active, especially during the teaching and learning process. During lessons, some teachers use smartphones as learning aids, while others still rely on books, depending on the subjects being taught. Students consider social media to be an important part of everyday life and an indication of the progress of the times and modern technology. Social media allows students to obtain information related to subjects. The resource person added that social media is very relevant to students, because most of its users are students or teenagers, indicating that social media has a significant impact on its users. Based on an interview with the Head of OSIS at the madrasah, the researcher concluded that despite the policy from the principal prohibiting bringing mobile phones into the classroom, the use of social media by students at MAS Al-Wasliyah remains very high.

"Students at this school are very active in using social media, as can be seen from their daily routines. I think social media is very important in our lives because today's era is increasingly modern, so it is natural that most of its users are students. This is because students are part of the millennial generation, who must fully follow the developments of the times. But back to ourselves, how do we use media wisely".

According to the results of an interview with the OSIS chairman with the initials AB, students showed a high level of activity in using social media, with almost all students having social media accounts. This can be seen from the habits of students who use their cellphones both during breaks and during class hours in the school environment. Social media has become part of their daily lifestyle, because it is considered to provide benefits, such as accessing educational content. At MAS Al-Washliyah Johor, as in many other educational institutions, social media has become an inseparable part of students' daily lives. Many students use platforms such as WhatsApp, Instagram, and TikTok to interact, share information, and seek entertainment. While some students use social media to support learning activities, many are tempted to spend excessive time on social media that is not related to education. As the main leader in this educational institution, the principal is responsible for ensuring that students' use of social media effectively supports academic goals and does not interfere with learning. Therefore, there are clear and firm policies needed to direct the use of social media productively. The principal of MAS Al-Washliyah Johor has implemented several policies related to the use of social media by students. This policy covers several aspects, including: 1) Time Limitation for Using Social Media at School: One of the main policies is the limitation of social media use during school hours. Students are only allowed to use social media during breaks or after school hours are over. This is done to ensure that students' main focus while at school is studying; 2) Use of Social Media for Assignments and Discussions: The principal encourages teachers to utilize social media as a learning aid. The class

WhatsApp group, for example, is used to discuss assignments and share learning materials. This aims to utilize students' interest in social media for academic purposes; 3) Supervision and Guidance: Students are encouraged to use social media wisely through guidance from teachers and parents. The principal also holds seminars and workshops on the ethics of using social media and its impact on learning; and 4) Use of Social Media-Based Learning Applications: The principal also introduces the use of learning applications that have social media features, such as Google Classroom, Ruang Guru, E-Learning which allow students to interact academically on platforms similar to general social media.

The school still allows students to bring their mobile phones, but students are asked to keep their mobile phones in the teacher's room during class, and the mobile phones will be returned to the students after class is over or before going home from school. Students also said that this rule was made verbally or in writing and communicated directly to all students and teachers during the ceremony. As the OSIS president, AB agrees with the rule that students are not allowed to bring their mobile phones into the classroom during class, because this will make students more focused on listening to what the teacher is teaching. On the other hand, although students are not allowed to bring their mobile phones into the classroom, the school still allows students to bring their mobile phones into the classroom.

“We are still allowed by the principal to bring cellphones, sis. However, cellphones are prohibited from being played with. Therefore, when the lesson starts, cellphones are kept on each teacher's desk until home time so that students who are picked up can use them. In addition, I agree with this rule because many students use online motorcycle taxis, so we need to use the cellphone application to send motorcycle taxi messages. Personally, I support the school's rule”.

In an effort to reduce cellphone use in schools, MAS Al-Wasliyah has set a rule that all students are prohibited from bringing cellphones to school. However, some students violate this rule by secretly always bringing cellphones, even though some have been confiscated by the school. The effect is, it was changed by allowing students to bring cellphones, but they must leave them with the teacher on duty at the school. Students can take them during breaks or during free periods. However, there are still students who dare to bring cellphones into class during class hours.

With this problem, students who are caught bringing cellphones during study hours will be confiscated by the subject teacher and will only be returned after the student makes a statement message. Not only that, the BK teacher also wants to call the guardian if the student commits the same violation. Based on the results of the interview with the principal, the madrasah has tried to practice the policy of prohibiting the use of cellphones in each class optimally, because in the teaching and learning process, students must concentrate and focus on receiving modules for the

good of students and parents, said Mrs. Za as the principal. The principal also believes that the students of his madrasah have their own social media accounts and are very fond of using them.

The principal has tried to improve the quality of student learning by focusing on the teaching and learning process without the constraints of cellphones that students often use to access social media. Although each policy taken is still far from perfect, the principal has tried his best to practice the policy. To make the policy of using cellphones in the classroom effective, the principal instructed all teachers to confiscate the cellphones of students who were found using them during the teaching and learning process. The principal also focused on students to put their cellphones in the teacher's room until the teaching and learning process ended.

For AB, with the implementation of the provision prohibiting bringing cellphones to class, he felt that he agreed and disagreed. As a millennial student, AB commented that technology should be used as a learning tool, not just a school novel, so that learning must follow the development of an era that continues to become modern. However, what is not agreed upon is when students are allowed to bring cellphones to school but are misused, which should have a positive value, but what is taken is the negative side, such as watching videos that are meaningless and not related to the subject. With so many problems like this, this could be one of the reasons the principal made a regulation prohibiting bringing cellphones to class, especially for students at MAS Al-Wasliyah Gedung Johor. Therefore, not only the principal directly instructs students, teachers are also tasked with disciplining students so that they do not use cellphones during class hours by collecting all student cellphones.

"With this rule, I agree and disagree. If we are allowed to bring cellphones to school, students usually still bring their cellphones to class, even if they only use them to play online games or interact on social media. On the other hand, if we are prohibited from bringing cellphones to school, many students will object because most students here use online motorcycle taxis."

There are several obstacles that cause the implementation of the policy on the use of mobile phones in madrasahs to not achieve the expected goals. Based on interviews with the head of student affairs, there are several factors that cause students to still insist on bringing mobile phones into the classroom. Some of them are teachers who sometimes do not pay attention to this and parents who do not prohibit their children from bringing gadgets to school.

Moreover, currently the use of social media is dominated by educated groups, especially students who are still in school. Almost all students have their own social media accounts, so they are often online just to write their status. These factors are obstacles in implementing regulations set by the principal regarding the use of social media at MAS Al Wasliyah. Based on interviews with the head of student affairs, it can be concluded that the role of the principal in regulating the use of social media by students at MAS Al Wasliyah still faces obstacles.

"We have implemented the rule, but there are still some obstacles that make this rule ineffective. The obstacle is that there are still students who bring cellphones to class and do

not hand them over to the teacher. Students who are caught violating will be given sanctions, in addition, we as teachers will also provide education about the dangers of cellphones and social media if used excessively, this is for the good of the students themselves."

In order to reduce the use of cellphones in schools, MAS Al Wasliyah has set a rule that all students are not allowed to bring cellphones into class. During class hours, all students are required to keep their cellphones in the teacher's room, and the cellphones will be returned to each student after class is over or when they go home from school. This rule is conveyed directly to students and also announced during the ceremony.

The Impact of Madrasah Principal's Policy on the Use of Social Media on Students

The implementation of this policy has had a positive effect on students' interest in learning at MAS Al-Washliyah Johor. Restrictions on the use of social media in schools have helped students to focus more on lessons during school hours. In addition, the use of social media as a learning aid has made students more motivated to learn, because they can access information in a more interesting and interactive way. Students who previously used social media more for non-academic matters are now starting to see social media as a tool that can help them learn. Online discussion groups facilitated by teachers also provide space for students to share knowledge and experiences, thereby increasing collaboration and interaction between students.

The use of social media by students at MAS Al Wasliyah in the school environment, students are very active, especially in using social media. Most of their time is spent playing social media, and this has an impact when the school implements a rule prohibiting bringing cellphones to class. Students who are accustomed to using gadgets must adjust to this rule. However, even though this rule is enforced, not all students comply, because some students are still caught bringing cellphones to class. Their cellphones are eventually confiscated by the BK teacher, and they are given sanctions in the form of temporary detention of the cellphone. This can be a lesson for other students to better obey school rules. Based on the results of the interview with the head of the madrasah's OSIS, it can be concluded that the use of social media by students at MAS Al Wasliyah is still very high, even though there is a rule prohibiting bringing cellphones into the classroom.

"There are students who agree and disagree with this rule because some students have been caught bringing their cellphones to class. I agree, sis, because it will make us concentrate on studying. There are benefits to this rule, so as students we must obey school policies and study more calmly because the main purpose of school is to study. If we have a cellphone, we can use it outside of school or at home".

Witnessing this phenomenon, it is not surprising when we see students who have social media accounts, whether at home, in public, or at school, gadgets are always in their grasp. Cellphones have a very strong appeal and have a big influence on students, making dependence on cellphones difficult to avoid. This is evident from almost all students who have these

sophisticated communication devices. Based on an interview with the Head of OSIS, he revealed that there are many negative impacts that can arise from the use of social media, such as accessing prohibited sites, getting to know strangers that can lead to sexual harassment, watching videos that are inappropriate for students, and decreasing interest in reading books. All of this can happen if we are not wise in using social media.

However, there are also positive benefits that can be obtained, such as expanding general insight by reading or watching educational videos available on social media, such as Instagram, Facebook, and YouTube. The rule prohibiting bringing cellphones to class is a challenge for students, to see if they can carry out activities without cellphones. The resource person also agreed with this rule, saying that in addition to training themselves not to use cellphones, students can also receive lessons better and listen to teacher explanations more optimally. In addition, the enthusiasm for learning like before knowing smartphones can also be restored.

"I really agree with this rule because it will change our habits which initially always hold cellphones and then train us to get used to not playing cellphones. The goal is also very good, because we can learn with focus, so that the learning atmosphere changes and there are no more students playing cellphones that interfere with their concentration".

As educators, support for school policies is very important. This shows the teacher's desire to create a conducive classroom atmosphere, so that students can focus more on the material being delivered. With the implementation of this regulation, teachers also evaluate students with strict supervision, although there are several cases where students are caught using cellphones during lessons. Based on an interview with the Head of Student Affairs, it was revealed that one of the main causes of student laziness in learning is social media. Many students are busier and more active in cyberspace, so they ignore their lessons.

However, this does not apply to all students, because there are also those who remain responsible as students. In addition to teachers at school, parents also need to be involved in supervising their children at home, so that study time is prioritized rather than playing with smartphones. Although the rule prohibiting bringing cellphones to class has been implemented, the results have not fully been in accordance with the main objectives of the policy.

Some students are still caught bringing cellphones to class, which is certainly very unfortunate because this can affect the quality of their learning. This case will be an evaluation material for teachers and schools. Therefore, to maximize the policy of prohibiting bringing mobile phones to class so that students can focus more on the teaching and learning process, further supervision is needed from the principal and teachers, because we want students to be more motivated towards the positive than the negative.

"Social media is one of the components that influences students' laziness in learning. One example of the negative effects is the inability of students to control their use of mobile phones. Therefore, as teachers, we try to supervise our students because there are some

students who are seen playing with their cellphones in class. To ensure that the main objective of this policy can be achieved, we will increase our efforts to implement this rule in the future".

Based on the results of the interviews obtained, we can observe the impact of the policy, namely that students can focus more on getting material and obeying the rules, even though they have understood the basics so far. Not achieving the goal. Mobile phone addiction is very strong and has a very strong impact on students, for example opening prohibited sites, meeting strangers who are victims of sexual harassment, watching videos that students should not do, and lack of interest in reading books. So the policy must be implemented effectively so that negative things do not happen. The policy made by MAS Washliya Johor to regulate the use of social media by students is the right step in an effort to increase interest in education. With a reasonable and targeted approach, social media can be an effective tool to support the learning process. However, the implementation of this strategy also requires support from all parties, including teachers, parents, and students themselves. Continuous efforts in providing guidance and supervision, as well as technological advances and adaptation of students' social media usage patterns are the keys to the success of optimizing the use of social media so that interest in learning at MAS Washliya Johor increases.

DISCUSSION

The Role of the Principal of Madrasah in Making Policies on the Use of Social Media

In today's digital era, the use of social media has become a part of everyday life, even in the world of education. In a seminary environment, social media can be an effective tool to support learning, communication, and promotion of seminary activities. However, without the right policies, the use of social media can also cause various problems, such as the spread of misinformation, cyberbullying, and decreased productivity (Lailatul'Izza, 2023).

Therefore, the head of the madrasah has an important role in formulating and implementing policies that regulate the use of social media in the madrasah environment. The head of the madrasah is responsible for formulating a clear and comprehensive social media usage policy (Fernadi, 2024). The head of the madrasah must ensure that all madrasah residents have adequate digital literacy. After the social media usage policy is implemented, the head of the madrasah needs to carry out regular supervision and evaluation to ensure that the policy is implemented properly (Pratama, 2024).

Schools still allow students to bring cellphones, but students are asked to keep them in the teacher's room during lessons and return them to their respective students after lessons are over or before going home from school. Students also said that these rules were made verbally or in writing and delivered directly to all students and teachers during the ceremony (Sumarni, 2023).

This supervision includes monitoring the social media activities of madrasa residents and handling incidents related to the use of social media. Evaluation is also important to identify weaknesses in policies and make necessary improvements (Ramly, 2023). Madrasah principals must encourage teachers to use social media as an innovative and interactive learning tool. Social media can be used to share learning materials, group discussions, and facilitate collaboration between students (Riski, 2023). Thus, the use of social media is not only limited to entertainment, but also becomes a means to support the teaching and learning process.

Policies that support the use of social media for educational purposes can increase student involvement in the learning process. For Slameto, along with the growth of the era, technology continues to become sophisticated. The existence of cellphones makes it easier for people to connect with friends, relatives, and others remotely. Currently, everyone, including parents, elderly people, especially children under the age of 18, has a cellphone. Students also have mobile phones given by their parents (Slameto, 2015).

The principal of the madrasah also has an important role in establishing cooperation with the parents of students. Parents need to be involved in efforts to limit the use of social media at home, so that efforts made at the madrasah can be in line with supervision at home (Nurjanna, 2023). Thus, the role of the principal of the madrasah in regulating restrictions on students' social media use at MAS Al-Washliyah Johor is very strategic in creating a more focused and conducive learning environment, which can ultimately increase students' interest in learning. The role of teachers is also a reference in regulating restrictions on students' social media use, which is very important because teachers are the parties who interact directly with students in their daily lives at the madrasah.

Teachers can identify students who tend to use social media too often and provide direct guidance. Teachers must also provide education in social media so that it does not have an effect on decreasing students' interest in learning, this helps students understand the effects of excessive use of social media and directs them to focus more on learning activities (Asrang, 2021). Teachers have a responsibility to make learning interesting and relevant, so that students are more interested in being involved in the learning process rather than spending time on social media. By showing a balanced attitude between the use of technology and academic obligations, teachers can influence students to follow in their footsteps, so that the use of social media does not interfere with the teaching and learning process (Wibowo, 2016). To reduce the use of cellphones in schools, MAS Al Wasliyah has set a rule that all students are prohibited from bringing cellphones into the classroom. They must keep their cellphones in the teacher's room and return them to their respective students when the lesson is over or when they go home from school. This rule is given directly to students and is also implemented during ceremonies.

The principal of the madrasah plays a key role in regulating the use of social media in the madrasah environment. By formulating clear policies, improving digital literacy, conducting supervision and evaluation, utilizing social media as a learning tool, and building a positive image of the madrasah, the principal of the madrasah can ensure that the use of social media provides optimal benefits for all madrasah residents (Al Fiyah, 2024). In the ever-evolving digital era, the role of the principal of the madrasah in managing the use of social media is becoming increasingly important to create a safe, productive, and inspiring educational environment (Syihabuddin, 2024).

Through innovative and interactive teaching methods, teachers can increase students' interest in learning, which can ultimately reduce their dependence on social media as a source of entertainment or an escape from boredom (Dewayani, 2017). In addition to interacting directly with students, teachers also need to communicate with parents to provide reports on their children's behavior related to the use of social media. With cooperation between teachers and parents, control over the use of social media can be carried out more effectively, both in the school environment and at home (Kholil, 2021).

Teachers can also play a role in developing students' digital literacy, teaching them how to use social media wisely and responsibly. This includes teaching about social media ethics, avoiding the spread of false information, and how to maintain the privacy and security of personal data. This digital literacy will help students to be more aware and skilled in managing their use of social media, so that it does not interfere with learning activities. Overall, the role of teachers in limiting students' social media use is very important in supporting madrasah policies and encouraging higher learning interest among students (Fudzni, 2021).

The Impact of Madrasah Principal's Policy on the Use of Social Media on Students

The principal's policy on the use of social media by students not only affects how students interact with technology, but also has a significant impact on the learning process and personal development of students (Sutiawan 2023). At MAS Al-Washliyah Johor, this policy has various effects that can be divided into positive impacts and challenges that must be faced. One of the positive effects of the policy is increased student focus during class hours.

Excessive dependence on social media can reduce direct social interaction, which is important for the development of students' social skills (Haqiqi, 2024). The use of social media also raises issues related to security and privacy. Students' personal data can be vulnerable to theft or misuse. The policy of restricting social media is also related to character building and student discipline (Suhendar, 2021). The principal at MAS Al-Washliyah Johor can use this policy as part of character building efforts, teaching the values of discipline, responsibility, and self-control.

Through this approach, students are expected to be able to manage their time well and focus on learning, so that their interest in learning can increase.

By restricting the use of social media in class, students can reduce distractions that may arise from the use of social platforms and focus more on the subject matter (Setiawan, 2024). This restriction also encourages students to use their time more efficiently for academic activities. This policy encourages teachers to use social media as a learning tool. The use of WhatsApp groups or social media-based learning applications to discuss assignments and subject matter increases student engagement and facilitates access to information. Students who are active in online discussion groups can understand the material more quickly and get additional support from friends and teachers (Daga 2022).

The madrasah principal's policy regarding students' use of social media plays a significant role in creating a positive and comfortable learning area (Muzayanati, 2020). By formulating clear policies, providing training and guidance, and practicing efficient supervision and enforcement, madrasah principals can optimize the benefits of social media and reduce its risks (Handika, 2024). Collaboration between schools and parents is also important to ensure that policies are implemented properly, so that students can grow optimally in this digital era.

Good policies must include efficient supervision and enforcement mechanisms. The principal needs to have a system to monitor students' social media usage and follow up on any violations. Clear and fair sanctions must be applied to maintain discipline and compliance (SH, Meter. 2023). Parents play an important role in supporting social media usage policies. The principal must work with parents to ensure that the guidelines and provisions made are applied consistently at home and at school (Putro, 2020). The use of social media among students is increasing along with the development of digital technology. Social media, if used wisely, can be an effective tool in increasing students' interest in learning. However, without proper supervision, social media can also be a source of distraction that hinders the learning process. In this context, the policies implemented by the principal have a crucial role in utilizing the potential of social media to support learning (Indriyati., 2023).

The use of social media has various negative effects, such as accessing prohibited sites, getting to know strangers who are potentially harassed, watching inappropriate videos, and decreasing interest in reading books. All of this can happen if the use of social media is not done wisely. However, social media also has a positive side, such as increasing general insight and accessing educational content through platforms such as Instagram, Facebook, and YouTube (Ameliola, 2013). Learning is expected to create superior learners who have strong faith. Good learning must share positive effects in the process of developing people in accordance with the values of religion and life that are embraced. To achieve this goal, it needs to be supported by an

adaptive curriculum, reliable learning, adequate facilities and infrastructure, and full support from the government and residents (Wicaksono, 2024). The effects of the madrasah principal's policy on the use of social media on students at MAS Al-Washliyah Johor include various positive effects and challenges. While this policy can increase student focus, engagement, and collaboration in learning, there are also challenges in supervision and resistance that may be faced. To optimize the benefits of this policy, it is important to conduct regular evaluations, provide adequate guidance, and adapt the policy to technological developments and student needs.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

The policy implemented by the Principal of MAS Al-Washliyah Johor in managing the use of social media by students is a strategic step to increase interest in learning. With a wise and targeted approach, social media can be utilized as an effective tool in supporting the learning process. However, the success of this policy requires support from all parties, including teachers, parents, and students, so that it can be implemented properly. Continuous efforts in providing guidance and supervision, as well as adaptation to technological developments and patterns of social media use by students, are key factors in optimizing the use of social media to increase interest in learning at MAS Al-Washliyah Johor. The role of the Principal is clearly seen through the firmness in prohibiting the use of mobile phones in class and instructing teachers to confiscate the mobile phones of students who are found using them during lessons. One of the positive impacts of this policy is the increase in student concentration during class hours, which can be seen from the policy of leaving mobile phones in the teacher's room and the response of students who sometimes try to use mobile phones secretly during breaks to access social media.

SUGGESTIONS

The principal of the madrasah must formulate a policy that includes guidelines on the wise and responsible use of social media. The policy should include rules on content that may be posted, privacy and data security, and sanctions for violations. Use social media to improve communication between the madrasah, students, and parents. For example, by creating an official WhatsApp or Facebook group to share important information. Involve parents in supervising and educating their children about the safe and responsible use of social media. Encourage teachers to use social media as a learning platform, for example by creating discussion groups, sharing learning materials, and collaborative assignments. Ensure that the use of social media supports the curriculum and educational goals of the madrasah. The principal of the madrasah can ensure that the use of social media in the madrasah environment provides optimal benefits for students,

while minimizing potential negative effects. Good policies and proper implementation will create a safe, productive educational environment that supports the overall development of students.

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