The influence of the use of social media and PAI learning on students' perceptions of religious moderation at MTs Al-Islam

MTS Al-Islam'da sosyal medya kullanımı ve İDE öğreniminin öğrencilerin dinî ılımlılık algıları üzerindeki etkisi

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Abstract

This study explores how social media usage and Islamic Religious Education (PAI) instruction influence students' perceptions of religious moderation at MTs Al-Islam. Religious moderation is vital for sustaining social cohesion within Indonesians pluralistic society composed of various religions, ethnicities, and cultures. However, the rise of the digital era presents new challenges, particularly through social media platforms that can shape students' perceptions either positively or negatively. Utilizing a quantitative research method with a survey approach, the study involved 9th-grade students selected through stratified random sampling. Data collection was conducted using questionnaires assessing the frequency of social media use, the quality of PAI learning, and students' views on religious moderation. The analysis employed multiple linear regression to examine both individual and combined effects of the independent variables on the dependent variable. Findings indicate: (1) social media engagement significantly impacts students' perceptions, especially when they access educational and tolerant content; (2) effective PAI instruction, especially through interactive and dialogical methods, enhances values of inclusivity and harmony; (3) together, these two factors synergize in fostering students moderate attitudes. The study suggests promoting digital literacy and adopting innovative teaching strategies in PAI to maximize the beneficial influences of both social media and formal education in nurturing a tolerant, inclusive, and harmonious younger generation.

Keywords: Social media, PAI learning, students' perceptions, religious moderation

Öz

Bu çalışma, sosyal medya kullanımı ve İslam Din Eğitimi (PAI) öğretiminin, MTs Al-Islam'daki öğrencilerin dinî ılımlılık algıları üzerindeki etkilerini incelemektedir. Dinî ılımlılık, Endonezya'nın çeşitli din, etnik grup ve kültürlerden oluşan çoğulcu toplumunda sosyal uyumun korunması için hayati öneme sahiptir. Ancak dijital çağın yükselişi, özellikle sosyal medya platformları aracılığıyla, öğrencilerin algılarını hem olumlu hem de olumsuz yönde etkileyebilecek yeni zorluklar ortaya çıkarmıştır. Bu araştırmada, nicel bir yöntem kullanılarak anket tasarımı benimsenmiştir ve çalışma örneklemi, tabakalı rastgele örnekleme tekniği ile seçilen 9. sınıf öğrencilerinden oluşmaktadır. Veriler, sosyal medya kullanım sıklığı, PAI öğretim kalitesi ve öğrencilerin dinî ılımlılık konusundaki görüşlerini ölçen anketler aracılığıyla toplanmıştır. Bağımsız değişkenlerin bağımlı değişken üzerindeki bireysel ve birleşik etkilerini analiz etmek için çoklu doğrusal regresyon analizi uygulanmıştır. Bulgular şunları göstermektedir: (1) Sosyal medya kullanımı, özellikle eğitimsel ve hoşgörüyü teşvik eden içeriklere erişim sağlandığında, öğrencilerin dinî ılımlılık algıları üzerinde anlamlı bir etkiye sahiptir; (2) Etkileşimli ve diyalog temelli yöntemler yoluyla gerçekleştirilen etkili PAI öğretimi, kapsayıcılık ve uyum değerlerini güçlendirmektedir; (3) Bu iki faktör birlikte, öğrencilerin ılımlı tutumlar geliştirmesinde sinerjik bir rol oynamaktadır. Çalışma, sosyal medya ve resmi eğitimin olumlu etkilerini en üst düzeye çıkarmak amacıyla dijital okuryazarlığın artırılması ve PAI öğretiminde

yenilikçi stratejilerin benimsenmesini önermektedir. Böylece daha hoşgörülü, kapsayıcı ve uyumlu bir genç nesil yetiştirilebilecektir.

Anahtar Kelimeler: Sosyal medya, İslam din eğitimi (İDE) öğrenimi, öğrencilerin algıları, dinî ılımlılık

Introduction

Talking about education, the first thing that comes to our mind is "school". Schools in this case are community organizations that provide educational services to the community in order to improve the individual quality of the community itself (Tilaar, 2022; Darmaningtyas, 2015). Therefore, it is normal for society to demand the availability of "good schools" which are reflected in the effectiveness of the school's performance (Mulyasa, 2021). As educational institutions, schools should place the essence of education as a priority in their implementation, where education is interpreted as a human effort to develop their personality, including physical, intellectual and mental development in accordance with the values that exist in society (Sutrisno, 2019; Koesoemo, 2007). Culture in a sustainable manner so that maturity and independence are formed to live in society.

Education in Indonesia is not only the responsibility of every child in the country, but it has become a necessity for all people in Indonesia, from Sabang to Maraeke, to participate in education. This is written in the preamble to the 1945 Constitution, which means that the state is obliged to provide education to every citizen. And citizens have the right to obtain good and relevant education according to their needs. In the current era of development, education plays a very important role in human development, education aims to sharpen the knowledge of each student in different areas, therefore improving the quality of education is very important in the implementation of education, therefore. part of education itself prioritizes the quality of education. The expected quality of learning is related to the final results of each student. To achieve a good graduation, various new breakthroughs are needed so that students are better in various sciences. This means that student progress must be realized through a quality learning process and produce graduates who are broad-minded, experienced, better, forward-looking (visionary) and have a high sense of self-confidence and self-esteem.

Indonesia, as a country with religious, ethnic and cultural diversity, faces great challenges in promoting harmony and harmony between religious communities. One of the key concepts in creating social harmony in Indonesia is religious moderation, which teaches a way of religion that is balanced, inclusive and not extreme. Religious moderation is not only about personal attitudes towards religion, but also about how to respect and live side by side with followers of other religions in a pluralistic society (Abdullah, 2019). Therefore, forming students' moderate perceptions of religion is very important, especially at the primary and secondary education levels.

In an effort to form this moderate perception, two main factors that cannot be ignored are the use of social media and learning Islamic Religious Education (PAI). Social media is currently one of the main channels for students to access information and interact with various groups, both from within and outside their religious communities. However, social media also brings big challenges, because the information spread is not always accurate and often contains content that can exacerbate social polarization, including related to religious issues (Meyer, 2021). Extreme or intolerant content spread on social media can influence students' views on religious moderation, strengthen exclusive attitudes, and increase the potential for conflict between religious believers.

On the other hand, Islamic Religious Education (PAI) learning in schools plays a very important role in shaping students' perceptions about religious moderation. PAI, as part of the national education curriculum, aims to instill moderate and tolerant religious values, by teaching

students to respect differences and carry out religious teachings in a balanced manner (Sihab, 2020). Through this learning, students are introduced to the basic principles of Islamic teachings which emphasize the importance of peace, tolerance and coexistence in diversity. With the right approach, religious education can provide a strong foundation for students to develop a moderate attitude in religion, which is in line with the values of diversity that exist in Indonesia.

The relationship between education and social media use is increasingly relevant and significant. Social media not only functions as a communication platform, but also as a learning resource and collaboration tool for students and educators. With the ability to share information instantly, social media allows wider access to learning materials, discussions and exchange of ideas (Utami Ningsih, 2011). However, the impact of using social media in an educational context is not always positive. Excessive involvement can distract students from academic activities and affect their concentration. Apart from that, the phenomenon of disseminating inaccurate information can also cause confusion in the learning process. Therefore, it is important to understand how social media can be utilized effectively in education, as well as the challenges that may be faced.

Social media has become an integral part of everyday life, especially for the younger generation. The use of platforms such as Instagram, Facebook, Twitter, and TikTok not only facilitates communication, but also influences the way individuals think and behave. One important aspect that needs to be considered is how social media shapes students' perceptions of social issues, including religious moderation (Kunandar, 2008). Religious moderation is an approach that emphasizes tolerance, mutual respect and the avoidance of extremism in religion. In Indonesia, which is a country with various religions and beliefs, religious moderation is the key to maintaining harmony and harmony between believers. However, the phenomenon of rapid dissemination of information through social media often carries the risk of misinformation, polarization and even radicalization (Kunandar, 2008).

MTs Al-Islam students, as part of the younger generation, are greatly influenced by the content they consume on social media. Their behavior and views regarding religious moderation can be influenced by the narratives they encounter on these platforms. Therefore, it is important to conduct research on the influence of social media use on students' perceptions of religious moderation. Through a better understanding of this relationship, it is hoped that effective strategies can be produced to increase students' awareness and knowledge about the importance of religious moderation. Thus, this research aims to explore how social media shapes the attitudes and views of MTs Al-Islam students regarding religious moderation, as well as the implications for their social life.

By considering these facts, this research aims to explore and analyze the influence of social media use and PAI learning on students' perceptions of religious moderation. It is hoped that this research will provide deeper insight into how these two main factors interact in shaping students' views regarding religious diversity, as well as provide recommendations for increasing the effectiveness of religious learning in schools and optimizing the use of social media to form a more moderate and tolerant generation. Therefore, it is important to conduct research on the influence of social media use and PAI learning on individual perceptions and behavior. This research aims to delve deeper into how social media shapes users' views and attitudes, as well as the implications for social and cultural life. It is hoped that the results of this research will provide valuable insight for the development of more positive and constructive strategies for using social media..

Method

This research uses a quantitative approach. This approach is more directed towards an approach that focuses on research using numbers. Sugiyono stated that a quantitative approach is research that uses an approach that refers to the use of numbers (Moleong, 2012). The research population was class XII students at MTs Al-Islam. Meanwhile, random sampling is used to take samples, random sampling is random sampling (Arifin, 2012). This selection uses random by shuffling 20 classes from class IX, Data was collected through questionnaires, interviews and document analysis. Data analysis techniques include descriptive statistics and regression to measure the influence of social media and PAI learning on student perceptions.

Results

Description of Social Media Use (X1), based on data processing, the level of social media use measured from the answers of 60 respondents showed interesting results, with an average value of 47.53. This data reflects significant variation, with a minimum value of 37 and a maximum of 60, as well as a standard deviation of 4.981, indicating a moderate level of data spread among respondents. So it can be seen that the use of social media is dominated by the high category, namely 39.8%. Meanwhile, the medium category covers 50% of respondents, and only 10.2% of respondents fall into the low category. These results indicate that the majority of respondents have a high level of activity in using social media.

PAI Learning Description (X2), based on data processing, the level of PAI learning with an average value (mean) of 47.41 is categorized as sufficient, reflecting that in general PAI learning has reached an adequate level among respondents. So it can be seen that the majority of PAI learning levels are in the sufficient category, namely 45.4%. Meanwhile, 42.6% of respondents showed a good level of learning, and only 12% were in the poor category. This data provides a positive picture that the majority of respondents have an adequate to good level of PAI learning.

Description of Student Perceptions Regarding Religious Moderation (Y), based on data processing, the level of student perception regarding religious moderation as measured by the answers of 352 respondents showed significant results, with an average value (mean) of 76.07. The range of values obtained is between 50 as the minimum value and 100 as the maximum value, with a standard deviation of 14.556, which reflects quite wide variations in perception among respondents. So it can be seen that most students' perceptions of religious moderation are in the sufficient category, namely 48.2%. Meanwhile, 45.5% of respondents showed a good perception, and 6.3% were in the poor category. These results illustrate that the majority of students have an adequate understanding of religious moderation.

Analysis Prerequisite Test:

Normality Test, the calculation results are tested by comparing the Sig value. in the Kolmogorov-Smirnov section in the Test of Normality table. The test criteria used are if the number is significant in the Kolmogorov-Smirnov Sig test. ≥ 0.05, then the data is considered normally distributed, whereas if the Sig. < 0.05, then the data is considered not normally distributed." From the output above, the Kolmogorov-Smirnov test shows a significant value (Asymp. Sig) of 0.200. Because the Asymp. value for the three variables is ≥ 0.05, it can be concluded that the data is normally distributed, which meets the requirements for further analysis using parametric methods.

Linearity Test, testing guidelines are carried out using the Test For Linearity at a significance level of 0.05. The test criteria is if the Sig value. at Deviation from Linearity ≥ 0.05, then the relationship between variables is considered linear. Conversely, if the Sig. < 0.05, then the relationship between variables is considered not linear. It can be seen that the significant

value for Deviation from Linearity is 0.860. Because the Sig value. (0.860) ≥ 0.05, it can be concluded that the relationship between variables in this data is in accordance with a linear line. This shows a significant value for Deviation from Linearity of 0.094. Because the sig value (0.094) ≥ 0.05. So it can be concluded that the data obtained corresponds to a linear line.

Multicollinearity Test, the multicollinearity test is needed in research involving more than one independent variable. To determine whether multicollinearity exists, several methods can be used, including checking the tolerance value and Variance Inflation Factor (VIF). It can be seen that the Tolerance value of each variable is 0.944, and the VIF value of each is 1.059. Because the Tolerance value is ≥ 0.1 and the VIF value is < 10, it can be concluded that the existing data does not experience multicollinearity problems, which indicates that the relationship between the independent variables in this regression model is not excessively correlated with each other.

Heteroscedasticity Test, testing of this assumption was carried out using Spearman's Rho test analysis, which allows researchers to evaluate whether there is a pattern of variance inhomogeneity in the data. It can be seen that the significance value between the independent variable and the residual for the social media use variable is 0.837, and for the PAI learning variable is 0.946. Because the significance value between the independent variable and the residual is ≥ 0.05, it can be concluded that the data does not experience heteroscedasticity problems, which indicates equality of residual variance in the regression model.

Regression Significance Test, the test criterion is to accept Ho if the Sig value. > 0.05, which means the regression is not significant, and rejects Ho if the Sig value. ≤ 0.05, which means significant regression. It can be seen that the significance value for PAI learning is 0.006. Because the Sig value. ≤ 0.05, it can be concluded that the data shows a significant regression relationship, which indicates that there is a significant influence between the independent and dependent variables.

Multiple Linear Regression Analysis, linear regression analysis is a method for testing the relationship between the dependent variable and the independent variable. Meanwhile, multiple linear regression analysis is used to identify the influence of two dependent variables on one independent variable. In this research, the multiple linear regression analysis carried out is as follows:"

Multiple linear regression equation with 2 independent variables as follows:

Table : 1 Partial Linear Regression (t Test)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	20,643	17,281		1,195	,234
	PAI Learning	,851	,350	,170	2,430	,016
	Use of Social Media	,310	,204	,106	1,521	,130

a. Dependent Variable: Students' Perceptions of Religious Moderation

$$Y = a + b_1 X_1 + b_2 X_2$$

In the regression equation $Y = 20.643 + 0.310X1 + 0.851X2$, where Y is the dependent variable, a is a constant, b1 and b2 are regression coefficients, and X1 and X2 are independent

variables, the coefficient values can be seen in the table above. Based on the coefficient output obtained, it can be explained as follows:

1.   The constant a = 20.643, which means that if the value of Social Media Use (X1) and PAI Learning (X2) is 0, then Student Perceptions of Religious Moderation (Y) will increase by 20.643 units.

2.   Coefficient b1 = 0.310, which shows that if Social Media Use (X1) increases by 1 unit, then Student Perceptions of Religious Moderation (Y) will increase by 0.310 units.

3.   "Coefficient b2 = 0.851, which means that if PAI Learning (X2) increases by 1 unit, then Student Perceptions of Religious Moderation (Y) will increase by 0.851 units."

Partial Test (t Test), Simultaneous Test (F Test), and Determinant Coefficient (R2). After obtaining the multiple linear regression equation, the next step is to test the hypothesis. This hypothesis testing aims to identify the influence of variables partially (individually) or simultaneously (together), in order to determine how much each variable contributes to the dependent variable.

Hypothesis analysis is as follows:

1. The Influence of Social Media Use (X1) on Students' Perceptions of Religious Moderation (Y) (Hypothesis 1).

Based on Table 1, the results of Partial Linear Regression (t Test) show a t value of 1.521 with a significance value of 0.130. To determine whether the hypothesis is accepted or rejected, we compare the tcount value with ttable and pay attention to the significance level. The criterion is if tcount > ttable or sig level. < 0.05, then H0 is rejected and Ha is accepted. Before comparing the value of tcount with ttable, we must first determine the value of ttable. By using a significance level of 0.05/2 = 0.025 (two-sided test) and degrees of freedom (df) = n - k - 1 = 352 - 2 - 1 = 349, where n is the number of respondents, then from the t table a ttable value of 1.97 is obtained for an error level of 5%. Based on this, the hypothesis proposed by the author is as follows:

H0: There is no significant influence between the use of social media on students' perceptions of religious moderation.

Ha: there is a significant influence between the use of social media on students' perceptions of religious moderation.

Based on table 1. Partial Linear Regression (t Test) (Coefficientsa) above, the value of tcount (1.521) < ttable (5% = 1.97) and a significant value of 0.130 > 0.05, so it can be concluded that H0 is accepted and Ha is rejected, meaning that there is no significant influence between the use of social media on students' perceptions of religious moderation.

2.   Influence of PAI Learning (X2) on Students' Perceptions of Religious Moderation (Y) (Hypothesis 2).

Based on Table 1, the results of Partial Linear Regression (t Test) show a t value of 2.430 with a significance value of 0.016. To determine whether the hypothesis is accepted or rejected, we compare the tcount value with ttable and pay attention to the significance level. The criterion is if tcount > ttable or sig level. < 0.05, then H0 is rejected and Ha is accepted. Before comparing the value of tcount with ttable, we first calculate ttable. With a significance level of 0.05/2 = 0.025 (two-sided test) and degrees of freedom (df) = n - k - 1 = 352 - 2 - 1 = 349, where n is the number of respondents, from the t table a ttable value of 1.97 is obtained for an error level of 5%. Based on this, the hypothesis proposed by the author is as follows:

The hypothesis proposed by the author is as follows:

H0: There is no significant influence of PAI learning on students' perceptions of religious moderation.

Ha: there is a significant influence between PAI learning and students' perceptions of religious moderation

Based on table 1. Partial Linear Regression (t Test) (Coefficientsa) above, the value of tcount (2.430) > ttable (5% = 1.97) and a significant value of 0.016 < 0.05, so it can be concluded that H0 is rejected and Ha is accepted, meaning that there is a significant influence between PAI Learning and Students' Perceptions of Religious Moderation.

The Influence of Using Social Media (X1) and PAI Learning (X2) on Students' Perceptions of Religious Moderation (Y) (Hypothesis 3).

The F test is used to test the influence of independent variables together on the dependent variable. The following is the F Test Table:

Table : 2 Multiple Linear Regression (F Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2147,812	2	1073,906	5,276	,006[b]
	Residual	42136,116	58	203,556		
	Total	44283,929	60			

a. Dependent Variable: Students' Perceptions of Religious Moderation
b. Predictors: (Constant), Use of Social Media, Islamic Religious Education Learning

Based on table 2. Multiple linear regression (F test) has a calculated F value of 5.276 with sig. 0.006. To determine whether a hypothesis is accepted or rejected by looking at the F value and sig level. the condition is that if Fcount > Ftable or sig level. < 0.05, then H0 is rejected and Ha is accepted. Before comparing the value of Fcount with Ftable, we look at Ftable first. The F table can be seen with df1 (degrees of freedom in the numerator) = k-1 = 3-1 = 2, where k is the number of variables, and df2 (degrees of freedom in the denominator) = n-k = 352-3 = 349, where n is the number of respondents. So from table F we get 3.04 for an error level of 5%. Generally, this output is used to jointly test hypotheses X1 and X2 against Y. The hypothesis proposed by the author is as follows:

H0: There is no significant influence between the use of social media and PAI learning on students' perceptions of religious moderation.

Ha: there is a significant influence between the use of social media and PAI learning on students' perceptions of religious moderation.

Based on table 2. Multiple Linear Regression (F Test) (ANOVAa) above, the Fcount value (5.276) > Ftable (5% = 3.04) and the significant value is 0.006 < 0.05, so it can be concluded that H0 is rejected and Ha is accepted, meaning that there is a significant influence between the use of social media and PAI learning on students' perceptions of religious moderation.

Coefficient of Determination (R).

R2 analysis or coefficient of determination is used to find out how much influence the independent variables together contribute to the dependent variable.

Table : 3 R Square (Determination)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,220[a]	,490	,390	14,267

a. Predictors: (Constant), Use of Social Media, Islamic Religious Education Learning
b. Dependent Variable: Students' Perceptions of Religious Moderation

From the output above, it can be seen that the R^2 (adjusted R square) value is 0.390. So the contribution of influence from the independent variable is 39%, while the remaining 61% is influenced by other factors that were not studied.

Discussion

Social media is a communication tool that is very influential in everyday life, especially among students. With platforms such as Instagram, Facebook, Twitter, and TikTok, students can access enormous amounts of information, both positive and negative. The influence of social media on students' attitudes and perceptions towards religious moderation is very significant. Research shows that although social media can be used for educational purposes and introducing values of tolerance, negative impacts such as the spread of radical or extreme content are also very large (Anderson, 2019). Apart from that, excessive use of social media can also reduce the quality of direct social relationships in the real world, which in turn affects their understanding of the concept of religious tolerance. Therefore, it is important for students to understand how to use social media wisely and responsibly. This can be achieved with a good digital literacy approach in religious education (Sutrisno, 2020). According to several studies, social media can play a dual role in shaping students' perceptions of religious moderation. On the one hand, social media can introduce the concept of religious moderation through positive campaigns, interactive discussions, and sharing life experiences that support inter-religious tolerance. However, on the other hand, social media is also often filled with hate speech and extreme ideologies that can damage the values of religious moderation (Wong, 2021).

Learning Islamic Religious Education (PAI) in schools plays an important role in shaping students' attitudes and behavior, especially related to religious values. PAI not only functions to teach Islamic religious teachings, but also to instill universal values such as tolerance, peace and moderation in religion. In the context of religious moderation, PAI learning is expected to provide a clear understanding of the importance of avoiding extreme attitudes and placing greater emphasis on attitudes that are friendly towards differences. The research results show that the majority of students are in the category of sufficient PAI learning level. This shows that even though students receive adequate religious education, their understanding of religious moderation and tolerance may still not be fully optimal. Other factors such as the quality of teaching, curriculum, and approaches used in learning greatly influence students' understanding of religious moderation (Suryadi, 2022). It is important to note that effective PAI learning not only teaches students about religious obligations, but also how to practice religious teachings in a moderate manner. Teaching students to respect religious and cultural differences and maintaining a balance between religious teachings and the social demands that exist in society is very important in forming an attitude of religious moderation.

Students' perceptions of religious moderation are the main indicators that describe how students view and practice the principles of tolerance and peace in everyday life. This perception is greatly influenced by various factors, including social media, religious education, and their social environment. A study by Anwar (2020) shows that students who receive good religious education and have a moderate understanding tend to be more open and tolerant of religious and

cultural differences. The results of this study show that the majority of students have quite good perceptions about religious moderation. However, there is still a small number of students who have low perceptions, which may be influenced by external factors such as the influence of peers, family and a social environment that does not support the values of tolerance. In this case, the role of PAI learning and social media literacy is very important to ensure that students have a correct and moderate understanding of religious teachings. This perception of religious moderation is also closely related to students' ability to manage differences in their lives. Religious education that emphasizes the importance of respecting differences and maintaining peace will be very helpful in forming moderate perceptions among students (Hadi, 2021).

So, the use of social media, PAI learning, and students' perceptions of religious moderation have a close relationship and influence each other in shaping students' attitudes towards religious tolerance. Social media has a significant influence in shaping students' understanding, both positive and negative, regarding religious moderation. On the other hand, PAI learning has a very large role in providing an understanding of moderate attitudes in religion, although there is still room for improvement in teaching about interreligious tolerance. To achieve better educational goals, it is very important to integrate digital literacy and moderate religious education, as well as provide real examples of religious tolerance and moderation in everyday life. In this way, students are expected to become a generation that is more inclusive, tolerant and ready to face global challenges with a moderate attitude.

Conclusions and Recommendations

The Influence of the Use of Social Media and PAI Learning on Students' Perceptions of Religious Moderation in Class Although social media plays an important role in students' lives, its impact on perceptions of religious moderation is not significant. 2) The influence of PAI learning on students' perceptions of religious moderation. The results of the regression test show a t value of 2.430 with a significance level of 0.016 (smaller than 0.05), which means that there is a positive and significant influence between PAI learning and students' perceptions of religious moderation. This confirms that quality PAI learning contributes significantly in shaping students' views on religious moderation. 3) The Effect of Using Social Media and PAI Learning Together on Students' Perceptions of Religious Moderation, the multiple regression test produces an F value of 5.276 with a significance level of 0.006 (smaller than 0.05), indicating that the use of social media and PAI learning together has a positive and significant influence on students' perceptions of religious moderation. The joint influence of social media use and PAI learning on students' perceptions of religious moderation is 3.9%, indicating that the contribution of both is relatively small in shaping students' perceptions. However, PAI learning has a more dominant impact than social media.

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