

The Influence of Online Media on Islamic Education Values among Students of the Islamic Education Study Program in Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar

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ABSTRACT

The main focus of this research is to analyze the extent of the influence of online media on Islamic educational values among Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar students. The background of this research is the high intensity of online media usage by students of the Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar, but not all of them exhibit attitudes or behaviors that reflect the values of Islamic education. This research uses a quantitative approach with a survey method and an ex post facto design. The research sample consists of 45 students from the Islamic Education Study Program at the Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar. The data collection instrument used a questionnaire with indicators on the online media variable: intensity, usefulness, and effectiveness. Indicators of the variable Islamic education values: aqidah, akhlak, and sharia. This study uses ordinal regression analysis to process the obtained data, as the data is not normally distributed. The analysis results show that online media significantly influences Islamic education values, as indicated by a significance value of < 0.001 in the Model Fitting Information and Parameter Estimates. The Nagelkerke R Square value of 0.332 indicates that online media contributes 33.2% to the formation of Islamic education values, while the remaining 66.8% is influenced by other unexamined variables. Therefore, it can be concluded that online media has a quite strong and significant influence on the values of Islamic education among students of the Islamic Education Study Program at the Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar.

1. INTRODUCTION

The rapid development of the world and increasingly sophisticated technology require education to maintain its role in shaping the ethics, values, and morals of students. Its application needs to be done creatively to be in line with the changes that occur in daily life (Karadona et al., 2022). The development of the digital world in the last decade has brought several kinds of technologies that are easily accessed by everyone to find all information (Sudibyo, 2022). Technological developments are not only happening in Indonesia, but also spreading rapidly in various parts of the world. This can be seen from the presence of various digital platforms with various features and versions according to the needs of their users. Furthermore, this technological advancement has penetrated into various sectors of life, including one of them in the world of education (Milyane et al., 2023). Rapid technological advances have encouraged the emergence of

various digital platforms that attract the attention of the public, such as YouTube, Instagram, and TikTok. The use of online media has also increased significantly among Indonesian society, including among students (Faizah, 2024).

YouTube, Instagram, and TikTok are audio-visual-based social media that allow users to easily create and share various video and music content. These three platforms are very popular with people from all walks of life, including college students, because of their simple interface and easy-to-access features (Ramdani et al., 2021). Through platforms such as YouTube, Instagram, and TikTok, users can watch various creative videos produced by others, as well as follow new trends or ideas from fellow users (Ramaputra & Afifi, 2021). These three social media have their own appeal among students because not only does it presents entertaining content, but it also provides an opportunity to channel ideas and creativity through video creation. The variety of content offered ranging from entertainment, lifestyle, beauty, culinary to education makes the platform not only a means of entertainment, but also a relevant learning medium in supporting the educational process in today's digital era.

YouTube, Instagram, and TikTok are now digital media that are widely used by creators to convey various types of messages, ranging from entertainment, promotion, literacy, to da'wah and educational content. One of the categories that has experienced rapid development is Islamic da'wah, which is delivered by various figures such as ustaz, educators, writers, and public figures. Through a short video, the creators convey Islamic messages, religious education materials, and moral values that target young people, especially the millennial generation and Gen Z (Aini, 2023). Although online media such as YouTube, Instagram, and TikTok are often used by students to access Islamic content such as lectures and videos containing religious messages, it is uncertain to what extent these media really contribute to shaping and strengthening Islamic educational values, especially in the aspects of faith, morals, and shari'ah (Hakim & Dahri, 2025). Based on the results of initial observations through unstructured interviews, it was found that some students spent more than two hours per day accessing online media. Although they admitted that they often watched Islamic content, there was no clear data on whether these activities had a real impact on strengthening Islamic values in their lives.

Some previous studies have focused more on the use of online media in communication, promotion, or entertainment aspects, but research that specifically discusses the influence of online media on Islamic educational values in students in Islamic religious universities is still limited. Therefore, research is needed that can measure the influence of online media on Islamic educational values in STAI Al-Furqan Makassar students. The main problem in this study, does students who often use online media really have a positive effect on the values of Islamic education in Islamic Religious Education students of the Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar?, How much influence does online media have on the values of Islamic education in the students of the Islamic Religious Education study program of the Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar?.

Islamic educational values have an important role for a Muslim in distinguishing between good and bad based on the teachings of the Qur'an and Hadith (Ismail et al., 2025). This education is a process of instilling values that aims to form human beings who are able to think, behave, and act correctly. The values instilled include belief, piety, and noble morals that maintain a harmonious relationship between humans, Allah SWT., and the surrounding environment (Kamila, 2023). Taking into account the background that has been described, this study is focused on the topic entitled "The Influence of Online Media on Islamic Education Values in Students of Islamic Religious Education

Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar". This problem is important to be studied in order to show whether online media (Youtube, Instagram and TikTok platforms) are used as educational and religious means or are they just entertainment tools that have less significant impact on the character and nature of Islamic educational values in students of the PAI STAI Al-Furqan Makassar Study Program. This research is expected to contribute to formulating an Islamic education strategy that is more responsive and in line with the advancement of digital technology.

2. METHODS

This study uses a quantitative approach with a survey method, and is causal associative because it aims to determine the cause-and-effect relationship between independent variables, namely online media, and dependent variables, namely Islamic educational values (Yam & Taufik, 2021). The causal survey method is used to trace the extent to which independent variables affect statistically bound variables, such as the influence of online media on Islamic educational values in students Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar.

The design of this study is *ex post facto*. *Ex post facto* was chosen because the data used had already occurred, meaning that the researcher did not provide treatment or intervention directly to the respondent (Santoso & Madiistriyatno, 2021). The population in this study is students of the Islamic Religious Education Study Program (PAI) Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar which totals 373 people. And the sample was 45 students of the Islamic Religious Education Study Program (PAI) Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar

3. RESULTS AND DISCUSSION

3.1. Data on *Online Media* Results and Islamic Education Values

Data on the influence of *online media* on Islamic Education Values was collected through the distribution of questionnaires to students of the Islamic Religious Education Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar. The questionnaire instrument on *Online Media* and Islamic Education Values consisted of 10 statements each, which were equipped with five alternative answer options in accordance with the following assessment standards: (1) Strongly Agree (SA) is given a score of 5, (2) Agree (A) is given a score of 4 (3) Neutral (N) is given a score of 3 (4) Disagree (D) is given a score of 2 (5) Strongly Disagree (SD) is given a score of 1. Based on the results of the questionnaire distribution, the researcher succeeded in collecting data from respondents with the following details. The highest questionnaire score reached 50, with the lowest score of 35. The total score of all respondents in the questionnaire regarding *online media* was 1,918. This data was then analyzed using SPSS Version 27 *for windows* to examine the extent of the influence of *online media* on Islamic educational values in Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar students.

Based on the results of the analysis of the X variable questionnaire (Online Media), the majority of respondents gave positive responses, with 40% stating strongly agree and 49% agreeing, while 9% of respondents are neutral (hesitant), 2% disagree and only 0.0044 (equivalent to 0%) strongly disagree. The highest score achieved by respondents was 50, while the lowest score was 32, with a total score of 1,937. The data will then be analyzed using SPSS version 27 *for windows* to examine the influence of *online media* on Islamic education values in students of the PAI Study Program STAI Al-Furqan Makassar. The results of the analysis of the Y variable (Islamic education

values) showed that 41% of respondents voted strongly agree, 50% voted agree, 6% expressed hesitation, 2% disagreed, and 0% or equivalent to 0.0022 expressed strongly disagree.

Table 1. *Descriptive Statistics* Test Variable X (*Online Media*) and Variable Y (Islamic Education Values)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Total_X	45	15.00	35.00	50.00	42.6222	4.05243	-1.167	.695
Total_Y	45	18.00	32.00	50.00	43.0444	4.37947	-.523	.695
Valid N (listwise)	45							

Based on the results of the *Descriptive Statistics* test in table using SPSS version 27, it was obtained that the minimum and maximum values in the *online media* variables (X) were 35.00 and 50.00, with a range of 15.00. Meanwhile, in the Islamic Education Values variable (Y) a minimum value of 32.00 and a maximum of 50.00, with a range of 18.00. The average (mean) of *online media* is 42.6222 and the values of Islamic education are 43.0444, which shows that in general the high use of *online media* on the values of Islamic education in Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar students. The kurtosis value in the *online media* variable was -1.167 and in the Islamic education values was -0.523, which means that the data distribution is platykurtic or flatter than the normal distribution, showing an even distribution of data without the dominance of extreme values. The standard error value for both variables is 0.695, which indicates that the average obtained is quite stable and representative. Thus, descriptively it can be concluded that students have a high tendency to use *online media* positively, which is also in line with the high values of Islamic education in the aspects of aqidah, morals, and sharia.

The Validity Test in this study was carried out using *Pearson's Product Moment correlation technique*, which measures the relationship between the score of each statement item and the overall total score. This study involved 45 respondents from the Islamic Religious Education Study Program in STAI Al-Furqan Makassar. The degree of freedom (df) is 43, and the table r value is 0.294. The significance provisions in the implementation of the validity test are as follows: If $r \text{ counts} > 0.05$, then the item is declared valid. If $r \text{ counts} < 0.05$, then the item is declared invalid. The criteria for determining the validity of items are as follows: If $r \text{ counts} > r \text{ table}$ (0.294), then the item is declared valid. If $r \text{ counts} < r \text{ table}$ (0.294), then the item is declared invalid. The results of the analysis show that the data obtained from the Validity Test of Variable X (*Online Media*) are as follows:

Table 2. Online Media Validity Test

Correlations					
No	Sig. (2-tailed)	n (Number of respondents)	r hitung	r tabel	Information
PX1	0.002	45	.444**	0.294	Valid
PX2	0.003	45	.432**	0.294	Valid
PX3	0.001	45	.490**	0.294	Valid

PX4	0.000	45	.730**	0.294	Valid
PX5	0.000	45	.665**	0.294	Valid
PX6	0.000	45	.581**	0.294	Valid
PX7	0.000	45	.516**	0.294	Valid
PX8	0.000	45	.554**	0.294	Valid
PX9	0.000	45	.694**	0.294	Valid
PX10	0.000	45	.722**	0.294	Valid

The results in Table 2 show that all items on the Variable X instrument (Online Media) have a calculated r-value greater than the table r (0.294) and a significance value (sig. 2-tailed) less than 0.05. Thus, all items are declared valid. Therefore, it can be concluded that the instrument for Variable X is suitable for use in the data collection process in this study. The results of the analysis show that the data obtained from the Validity Test of Variable Y (Islamic Education Values) are as follows:

Table 3. Validity Test of Islamic Education Values

Correlations					
No	Sig. (2-tailed)	n (Number of respondents)	r hitung	r tabel	Information
PY1	0.000	45	.591**	0.294	Valid
PY2	0.005	45	.412**	0.294	Valid
PY3	0.000	45	.586**	0.294	Valid
PY4	0.000	45	.712**	0.294	Valid
PY5	0.000	45	.752**	0.294	Valid
PY6	0.000	45	.590**	0.294	Valid
PY7	0.000	45	.726**	0.294	Valid
PY8	0.000	45	.799**	0.294	Valid
PY9	0.000	45	.807**	0.294	Valid
PY10	0.000	45	.701**	0.294	Valid

In table 3, the results of the validity test for Variable Y (Islamic Education Values) show that all instrument items have a calculated r-value greater than the table r (0.294) and a significance value (sig. 2-tailed) of less than 0.05. This means that all items of the instrument are declared valid. Therefore, the instrument in Variable Y is considered suitable for use in the data collection process of this study. The results of the validity test showed that all items in the instrument for the variables of *online* media and Islamic education values met the validity criteria, so that the instrument could be used appropriately in the collection of research data. The reliability test aims to show the level of consistency of an instrument in measuring the variables being studied. In this study, reliability testing was carried out using the *Cronbach's Alpha technique* with a minimum value limit of 0.60 through the help of SPSS version 27 for windows. If *Cronbach's Alpha* > 0.60, then the instrument is considered reliable. If *Cronbach's Alpha* < 0.60, then the instrument is considered unreliable. The results of the reliability test, *Cronbach's Alpha* value for Variable X (*Online Media*) of 0.783 was

obtained showing that the instrument had good coherence, while the value of 0.861 for Variable Y (Islamic Education Values) showed that the instrument items were very reliable.

The normality test aims to analyze whether the data from the independent variable (X) and the dependent variable (Y) have a normal distribution. This test is important because a number of parametric statistical analysis techniques require that the data used must be distributed normally. In this study, the normality test was carried out using the *shapiro wilk* test through the SPSS application version 27. The criteria for decision-making are: If the significance value (Sig.) > 0.05, then the data is normally distributed. If the significance value (Sig.) < 0.05, then the data is abnormally distributed.

Table 4. Shapiro Wilk Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Total PX	.149	45	.014	.938	45	.019
Total PY	.216	45	.000	.918	45	.004
a. Lilliefors Significance Correction						

The test results in table 4 show that: The significance value for variable X (*Online Media*) is 0.019 The significance value for variable Y (Islamic Education Values) is 0.004 ince both significances < 0.05, it can be concluded that the two variables are not normally distributed. Thus, advanced data analysis uses non-patametric statistical techniques or methods that do not assume normality. The results of the normality test showed that the data was not distributed normally. Thus, the researcher chose to use non-parametric analysis, namely ordinal regression. Ordinal regression is a statistical analysis method used to evaluate the influence of one or more independent variables on dependent variables. Through this technique, researchers can assess the strength of relationships between variables and predict the value of dependent variables based on the independent variables studied (Pentury et al., 2016). In this study, the variable data used is ordinal scale, namely data that has a level or ranking, but the distance between categories does not have to be the same. An example of an ordinal scale is the answer to a questionnaire with choices such as strongly agree, agree, hesitate, disagree and strongly disagree.

Table 5. Model Fitting Information

Model Fitting Information				
Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	154.905			
Final	136.974	17.931	1	.000
Link function: Logit.				

Based on table 5 of the *results of the Model Fitting Information* test, a value of -2 Log Likelihood of 136,973 and a *Chi-Square* value of 17,931 with a degree of freedom (df) = 1 and a significance value of < 0.001. This shows that the ordinal regression model used is significantly better than the intercept-only model. In other words, online media variables significantly contribute to predicting or explaining changes in the level of Islamic education values in students of the Islamic Religious Education Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar.

Goodness of fit serves to test how well the regression model created matches the data used. If the significance value > 0.05 , then the model is considered *fit* (appropriate) to the data. If the significance value < 0.05 , then the model is considered unfit (not suitable) with the data.

Tabel 6 . Goodness Of-Fit

Goodness-of-Fit			
	Chi-Square	Df	Sig.
Pearson	157.145	167	.696
Deviance	101.095	167	1.000
Link function: Logit.			

The results of Table 6 of the Goodness of Fit *test* show that the ordinal regression model has a good match to the data. This is shown by the *Pearson Chi-Square* value of 157,145 with a significance of 0.695, and the *Deviance Chi-Square* of 101,095 with a significance of 1,000. Both significance values are greater than 0.05, so it can be concluded that the model is acceptable and appropriate to explain the relationship (*fit*) between *online media* and Islamic education values in students of the Islamic Religious Education Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar. In ordinal regression analysis, *Pseudo R-Square* is used because ordinal regression does not use R^2 like regular linear regression. The *Pseudo R-Square value* is a function to see how much influence the free variable (*online media*) has on the bound variable (Islamic educational values). The scores obtained:

Tabel 7. Pseudo R-Square

Pseudo R-Square	
Cox and Snell	.329
Nagelkerke	.332
McFadden	.086
Link function: Logit.	

Based on the *Pseudo R-Square test output* table 7, it shows that the value of *Nagelkerke* is 0.332. This shows that the ordinal regression model built is able to explain 33.2% variability or variation in the variable values of Islamic education, which is influenced by the variable of *online media*. Meanwhile, the remaining 66.8% are likely to be affected by other factors not included in this model. Therefore, it can be concluded that *online media* has a fairly strong influence on Islamic educational values in students of the Islamic Religious Education Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar. The parameter *estimates test* is a part of ordinal regression that is used to determine the direction of the influence of *independent* variables on *dependent* variables (bound), as well as to find out whether the influence is significant or not.

Table 8. Parameter Estimates

Parameter Estimates								
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Total_Y = 32.00]	9.473	3.290	8.293	1	.004	3.026	15.920

	[Total_Y = 35.00]	10.217	3.230	10.004	1	.002	3.886	16.549
	[Total_Y = 37.00]	10.667	3.217	10.994	1	.001	4.361	16.972
	[Total_Y = 39.00]	11.670	3.226	13.084	1	.000	5.347	17.994
	[Total_Y = 40.00]	12.679	3.275	14.985	1	.000	6.259	19.098
	[Total_Y = 41.00]	13.322	3.323	16.075	1	.000	6.809	19.834
	[Total_Y = 42.00]	14.238	3.409	17.442	1	.000	7.556	20.921
	[Total_Y = 44.00]	14.382	3.423	17.649	1	.000	7.672	21.091
	[Total_Y = 45.00]	14.534	3.438	17.869	1	.000	7.795	21.273
	[Total_Y = 46.00]	14.863	3.470	18.345	1	.000	8.061	21.664
	[Total_Y = 48.00]	15.974	3.568	20.040	1	.000	8.980	22.968
	[Total_Y = 49.00]	17.120	3.644	22.070	1	.000	9.978	24.263
Location	Total_X	.324	.079	16.911	1	.000	.170	.479
Link function: Logit.								

Based on the results of the Parameter Estimates test in table 8, it is known that the online *media* variable has an estimated coefficient value of 0.324 with a *standard error* of 0.079. The *Wald* value of 16,911 and the significance value of less than 0.001 indicate that the influence of *online media* on Islamic educational values is statistically significant. This means that the higher the level of online media use by students of the Islamic Religious Education Study Program at the Al-Furqan Islamic College (STAI) Makassar, the higher their level of understanding of Islamic educational values. The 95% confidence interval ranged from 0.170 to 0.479, all of which were positive, thus reinforcing that the influence of online *media* is positive on Islamic educational values. Thus, the alternative hypothesis (H_1) was declared accepted and the null hypothesis (H_0) was rejected, which indicates a positive and significant influence between the use of online media on Islamic education values in students of the Islamic Religious Education Study Program in Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar.

3.2. The Influence of *Online Media* on Islamic Education Values in Students of Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar

The results of this study show that online *media* has a significant influence on Islamic education values in students of the Islamic Religious Education Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar. This is evidenced by the results of ordinal regression analysis which shows a significance value of < 0.001 in the *Information Fitting Model*, which means that the regression model used is in accordance with the data and statistically significant. In addition, the results of the *Goodness of Fit* test also showed good results, with a Pearson significance value of 0.695 and a Deviance of 1,000, both of which are greater than 0.05, so it can be concluded that the model used is in accordance with the observational data. In the Parameter Estimates section, the coefficient value (estimate) was obtained of 0.324 with a standard error of 0.079, a Wald value of 16.911, and a significance of < 0.001 . These results show that the influence of *online media* on Islamic educational values is statistically significant. This means that the higher the intensity or quality of the use of *online media*, the higher the level of understanding of Islamic educational values in students. This is strengthened by the 95% confidence interval in the range of 0.170 to 0.479, all of which have positive values, thus strengthening the influence of *online media*.

Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that there is a significant influence between online media on Islamic educational values in students of the Islamic Religious Education Study Program Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar. This influence can be seen in three important aspects, namely faith, morals, and. Online *media* that are used positively, such as watching videos that contain Islamic educational values, can strengthen students' faith or belief in Allah SWT. In addition, Islamic content also helps to form good morals or behavior in daily life, such as being honest, polite, and responsible (Nurhabibi et al., 2025). Finally, through online media, students of the Islamic religious education study program STAI Al-Furqan Makassar can more easily understand and implement the rules in sharia, such as worship procedures, muamalah ethics, and other Islamic laws. Thus, the wise use of *online media* can support the formation of Muslim personalities who are knowledgeable and have good morals.

Theoretically, the influence of this *online media* can be explained through *cultivation theory*, where repeated exposure to certain content in the media can shape individual perceptions and attitudes (Yusri, 2022). In this context, students of the PAI STAI Al-Furqan Makassar Study Program who routinely access *online media* (YouTube, TikTok and Instagram) that contain Islamic content such as lectures, studies, or Islamic motivational videos will slowly absorb and internalize the values of Islamic education. This process occurs unconsciously and takes place gradually until it affects students' religious mindsets and behaviors. Similar findings were also obtained in research conducted by Julia Rizqi Rahmawati, which showed that social media as part of online media has an important role in increasing student religiosity. This platform makes it easy for students to access Islamic content, build communication with other users, and expand their knowledge of Islamic educational values sourced from various digital da'wah materials (Rahmawati et al., 2025). Based on the findings and cultivation theory, it can be concluded that repeated exposure to Islamic content through online media such as YouTube, TikTok, and Instagram contributes to shaping student mindsets and behaviors, especially in strengthening Islamic educational values such as faith, morals, and sharia. This finding is also in line with Julia Rizqi Rahmawati's research which emphasizes the role of media in increasing religiosity through digital content.

3.3 The Influence of *Online Media* on Islamic Education Values on Students of Al-Furqan Islamic Religious College (STAI) Makassar

Based on the results of ordinal regression analysis, it is known that the *Nagelkerke* value is 0.332. This figure shows that online *media* contributes 33.2% to the values of Islamic education owned by students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar. This means that about one-third of the variation in Islamic education values in students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar can be explained by the use of *online media*. Meanwhile, the remaining 66.8% were influenced by other factors that were not discussed in this study. These factors can come from the family environment, previous educational experience, social associations, the role of lecturers, or the influence of religious leaders. With a contribution of 33.2%, it can be said that online *media* has a fairly important role in shaping students' understanding and attitudes of Islam, although it is not the only influencing factor. These findings show that online *media* has a strong relevance as a means of conveying Islamic educational values in the digital era, especially for students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar who are familiar with the world of technology.

The magnitude of this influence strengthens the urgency to utilize *online media* as an effective means of education. Islamic educational institutions, including STAI Al-Furqan Makassar,

need to optimize the use of digital media as part of student learning strategies and character development. In addition, students also need to be given digital literacy to be able to sort and choose content that is in accordance with Islamic values and be able to make *online* media a source of knowledge and inspiration in daily life. With these findings, it can be concluded that *online* media not only has a significant effect on Islamic educational values, but also has great potential as an agent of transforming Islamic values in student life. Therefore, it is important for all lecturers, educational institutions, and students to collaborate in creating a digital ecosystem that supports Islamic education in a sustainable manner. The content in *online* media does not directly teach Islamic educational values such as prayer, commendable morals, faith in Allah, and tolerance (Hajar & Syarifah, 2024). In this study, students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar who routinely access online media content that contains Islamic educational values tend to internalize these values in their lives. For example, students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar who often watch short lectures on the importance of prayer or the virtue of noble morals will become accustomed to messages that contain Islamic educational values, so that they will slowly form a stronger religious attitude. Students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar who are constantly exposed will experience a cultivation process, which is the absorption of Islamic education values slowly which ultimately affects their thinking and behavior towards Islamic educational values.

This research is also supported by Zumhur Alamin's research which concludes that social media plays a role in encouraging learning independence for Islamic religious learners. Through social media, they can independently explore various Islamic content, sources of information and religious references. In addition, they have the flexibility to determine the material they are interested in, manage their study time flexibly, and adjust the way they learn to their preferences (Alamin & Missouri, 2023). In line with this research, *online* media is not only used as an entertainment medium, but also as a means of acquiring Islamic knowledge and strengthening Islamic educational values through *online* media *platforms*.

4. CONCLUSION

Answering the formulation of the research results, the results of the research entitled "The Influence of Online Media on Islamic Education Values on Students Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar", Therefore, it can be concluded that the results of the ordinal regression test, it is known that online media has a significant effect on the values of Islamic education in students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar. This is indicated by the significance value of < 0.001 in the Model Fitting Information section and the Parameter Estimates section. Thus, it can be concluded that there is a positive and significant influence, so that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected.

The results of the Pseudo R-Square test show that the Nagelkerke value is 0.332, which means that online media contributes 33.2% to Islamic education values in students of the Islamic Religious Education Study Program STAI Al-Furqan Makassar. The remaining 66.8% was influenced by other factors not studied in this study. Therefore, it can be concluded that online media has a strong influence on Islamic education values in students of the Islamic Religious Education Study Program of the Sekolah Tinggi Agama Islam (STAI) Al-Furqan Makassar.

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