

**OF ARTICLE: WRITE A SENTENCE THAT DESCRIBES THE SUBSTANCE OF
THE ARTICLE; MAXIMUM 10 WORDS; USE LEFT ALIGNMENT; USE
GARAMOND 12 BOLD; USE CAPITAL LETTERS**

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ABSTRACT

The use of social media as a medium for English language learning among university students continues to grow alongside the acceleration of digital transformation within the higher education ecosystem; however, in-depth studies based on students' perspectives using an ethnographic approach remain severely limited. This study aims to explore students' perceptions of using social media as an English learning medium through a digital ethnographic approach. Utilizing a qualitative method with a digital ethnographic design, data were collected through semi-structured in-depth interviews with 12 students selected via purposive sampling and analyzed using the interactive model of Miles, Huberman, and Saldaña. The results indicate that students predominantly perceive social media as an effective, flexible, and motivating learning medium, particularly in developing listening, vocabulary, and speaking skills. Platforms such as YouTube, TikTok, and Instagram serve as the primary sources for informal English learning. The main obstacles identified include distractions from non-educational content, a lack of pedagogical guidance from instructors, and the risk of acquiring unstructured, informal language registers. These findings reinforce the argument that social media possesses genuine pedagogical potential, which has thus far been utilized spontaneously by students without an adequate instructional framework. Practically, this study contributes to EFL educators and curriculum designers in systematically integrating social media into a more adaptive, contextual, and long-term impactful English language learning environment."

Keywords: digital ethnography, English as a Foreign Language, learning media, social media, student perception

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INTRODUCTION

Introduction should be started without indention using Garamond 12 bolded capital letters. Subheading is limited by two spaces within body of article. Please make the page setting of your word processor to A4 format (8.27x 11.69 inches); with the margins: bottom 3 cm (1.18 in) and top 3 cm (1.18 in), left 3 cm (1.18 in) and right 2.5 cm (1.47 in). For the body of the paper, please use Garamond 12, single spacing.

In introduction inform the problem of study, use theories. The contents of the paper should be in the following: (1) title of paper, (2) author names and address, (3) abstract, (4) keywords, (5) introduction, (6) discussion and analysis, (7) conclusion, (8) acknowledgement (if any), (9) bibliography.

Do not number your paper. All text, figures and tables must be in English for English article, and must be in Arabic for Arabic article. Should always be written in with the fonts Garamond 12, especially also in the figures and tables. The length of article is 3,500-5,000 words including all pictures, tables, nomenclature, references, etc.

METHOD

Method consists of description of research type, data collection, data source, data type, and data analysis. It is written in a paragraph form.

RESULTS AND DISCUSSION

Findings (can be in form of subheading)

Inform a number of important data (original) field which obtained from the questionnaires, surveys, documents, interviews, observations and other data collection techniques. It can be completed with table or graphic to clarify the result.

All figures and tables should be centered and numbered consecutively. Tables (refer with: Table 1, Table 2,...) should be presented above the table contain in center alignment. A descriptive title should be placed after table title (refer with: Table 1, table 2,...) above each table. The source of the table should be placed below the table in right alignment. Example:

Table 1. Summary of Islamic Education Student

No.	Name	Male/Female	Rate
1.	Fatima	Female	Beginner
2	Subhan	Male	Advance

Source: Islamic Students Book of MTs Multazam

Figures (refer with: Figure 1, Figure 2,...) should be presented below each figures and followed by the descriptive of the figure.



Figure 1. The Oval Picture

Equations (refer with: Eq.1, Eq.2,...) should be presented in the right side of the equation and in the bracket (Eq.1). There should be one line of space above the equation and one line of space below it before the text continues. Example:

$$C^2 = a^2 + b^2 \quad (1)$$

Analysis

Presenting the data that has been interpreted and analyzed by a specific technique and has been processed by the specific theory (also from researcher idea). **Citations in Text use APA style sixth edition using manager reference (mendeley/zotero/endnote).**

CONCLUSION

Write succinctly and clearly the result of research then describe the logical consequence in developing science and praxis of Islamic education. (Conclusion is not indented and uses bolded Garamond 12).

ACKNOWLEDGMENT

It is used as a thanking expression from authors to official institution or persons that act as a donor, or contribute in the research. It is completed by research letter of contract. Example: this research is supported by Ministry of Religious Affair through scheme of Research Excellence grant year 2017 number PUIK-2017-123.

BIBLIOGRAPHY

Write a number of references that are cited and really written/quoted in the text from primary sources, (80% taken from scholarly journals, 20% other supporting sources). Please use APA style sixth edition, for example:

Books

Edited Book with an Author or Authors, example:

Tan, C. (2011). *Islamic Education and Indoctrination the Case in Indonesia*. New York: Routledge.

A translation, example:

Gardner, R., dan Cowell, N. (1995). *Teknik Mengembangkan Guru dan Siswa; Buku Panduan untuk Pemilik Sekolah Dasar*. Jakarta: Grasindo. Penerjemah: Setyani D. Sjah.

Articles in Periodicals, example:

Nasr, S. V. R. (2005). *The Rise of Muslim Democracy*. Journal of Democracy 2, 40-60.

Electronic Sources (Web Publications), example:

Thomson, A. (1998). *The Adult and The Curriculum*. Retrieved from <http://www.uiuc.edu/SPS/FES-Yearbook/1998/thomson.hotmail-2012-February> 15th

Other Print Sources

Dissertation/Thesis, unpublished

Chaerul, Wahidin., (1999). *Pembaruan Pendidikan Islam*. Dissertation, unpublished. UIN Jakarta

Manuscript Content

Transliteration. Transliteration of Arabic to Latin refers to the model of the *Library of Congress*. Here is the guideline:

TRANSLITERATION GUIDLINES

Arabic-Latin transliteration was used in the Jurnal Pendidikan Islam based on the *Library of Congress* model;

b = ب	dh = ذ	ṭ = ط	l = ل
t = ت	r = ر	ẓ = ظ	m = م
th = ث	z = ز	‘ = ع	n = ن
j = ج	s = س	gh = غ	w = و
ḥ = ح	sh = ش	f = ف	h = ه
kh = خ	ṣ = ص	q = ق	‘ = ء
d = د	ḍ = ض	k = ك	y = ي

Sh a = ا	I = إ	u = أُ
ort =		
vo =		
we =		
l =		

Lo ā = آ	Ī = إِي	ū = أُو
ng =		
vo =		
we =		
l =		

Di ay = أ	Aw = أَو
pht = يّ	
ho =	
ng =	

Note:

1. A word that ends with a *ta marbūthah* (ة) is transliterated with or without “h”; if the word is the first part of a construct phrase, the *ta marbūthah* is transliterated into “t”.
2. An article *alif-lām* (ال) is transliterated into *al-*; if it takes place after a preposition, the article *alif-lām* is transliterated into *l-*.
3. A Qur’anic verse is transliterated according to its pronunciation.

Example:

- a. Arabic word in general:

أهلية	= <i>Ahliyyah</i> atau <i>ahliyya</i>
سورة البقرة	= <i>Sūrat al-Baqarah</i>
أهل السنة والجماعة	= <i>Ahl as-sunnah wa l-jamā‘ah</i>

- b. Qur’anic verses:

يا أيها الناس	= <i>Yā ayyuha ‘n-nās</i>
ذلك الكتاب لا يربيه	= <i>Dhālika l-kitābu lāraiba fīh</i>