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UTILIZATION OF TIKTOK APPLICATION AS A LEARNING MEDIUM FOR THE MORAL BELIEFS OF GRADE VII STUDENTS MTS NAILUSSYUKRI MOJOKERTO

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Abstract :

This study aims to describe the use of the TikTok application as a learning medium for Akidah Akhlak grade VII students at MTs Nailussyukri Mojokerto. The background of this research is based on the rapid development of digital technology and social media that are very close to students' lives, especially the TikTok application which is widely used as a means of entertainment. However, if used appropriately, TikTok has the potential to become a creative, interesting, and relevant learning medium to the characteristics of students in the digital era. This study uses a qualitative approach with a descriptive type of research. The subjects of the study include teachers of Moral Faith and grade VII students of MTs Nailussyukri Mojokerto. Data collection techniques are carried out through observation, interviews, and documentation. Data analysis was carried out by the stages of data reduction, data presentation, and conclusion drawn, while the validity of the data was tested through triangulation of sources and methods. The results of the study show that the use of the TikTok application as a learning medium for Akidah Akhlak is able to increase students' interest in learning, as seen from the increased attention, enthusiasm, and involvement of students during the learning process. The presentation of material in the form of short videos with audio visual elements, illustrations, and content creativity makes it easier for students to understand the material and not feel bored.

Keywords : TikTok, Learning Media, Moral Beliefs, Interest in Learning

Abstrak :

Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan aplikasi TikTok sebagai media pembelajaran Akidah Akhlak siswa kelas VII di MTs Nailussyukri Mojokerto. Latar belakang penelitian ini didasarkan pada pesatnya perkembangan teknologi digital dan media sosial yang sangat dekat dengan kehidupan murid, khususnya aplikasi TikTok yang banyak digunakan sebagai sarana hiburan. Namun, apabila dimanfaatkan secara tepat, TikTok berpotensi menjadi media pembelajaran yang kreatif, menarik, dan relevan dengan karakteristik peserta didik di era digital. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian meliputi guru Akidah Akhlak dan murid kelas VII MTs Nailussyukri Mojokerto. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa pemanfaatan aplikasi TikTok



sebagai media pembelajaran Akidah Akhlak mampu meningkatkan minat belajar murid, terlihat dari meningkatnya perhatian, antusiasme, dan keterlibatan murid selama proses pembelajaran. Penyajian materi dalam bentuk video singkat dengan unsur audio visual, ilustrasi, dan kreativitas konten membuat murid lebih mudah memahami materi serta tidak merasa bosan.

Kata Kunci: TikTok, Media Pembelajaran, Akidah Akhlak, Minat Belajar

INTRODUCTION

Islamic religious education, especially the subject of Moral Faith, is the main foundation in the formation of students' character. At the Madrasah Tsanawiyah (MTs) level, students are in the early adolescence phase – a crucial transition period in the search for identity. Philosophically, Akidah Akhlak is not just a transfer of knowledge, but a transfer of value that must be internalized in daily behavior.

However, the reality of education in the era of disruption 4.0 and towards society 5.0 presents great challenges. The unstoppable flow of information through social media often brings negative influences that degrade adolescent morale. Therefore, educators are required to not only be conventional messengers, but also innovators who are able to utilize technology as a testament to da'wah and learning (Trisnawati et al., 2025).

Allah SWT has given a signal in the Qur'an so that people always pay attention to the tools or media used in conveying the truth. The use of the right media will make it easier to reach the material message to the audience, in Surah An-Nahl verse 125, Allah says:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Translation: Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in a better way. Indeed, your Lord is the One who knows best who strays from His path, and He knows best who is guided (QS. An-Nahl: 125).

Allah SWT emphasizes that "wisdom" can be interpreted as wisdom in using means that are relevant to the conditions of the times. At MTs Nailussyukri Mojokerto, the use of monotonous lecture methods often makes grade VII students feel bored, making it difficult for moral messages in the Moral Creed to permeate (Kurniasari, 2024).

Learning media is a tool, means, intermediary, and liaison to spread, carry or convey a message and idea, so that it can stimulate students' thoughts, feelings, actions, interests, and attention in such a way that the teaching and learning process occurs in students. In learning media, there are two elements contained, namely (a) Message or teaching materials to be delivered or software, and (b) appearance tools or hardware.

Tiktok has transformed from just an entertainment application to a massive educational platform. With its features of short videos, music, and interesting visual effects, Tiktok fits the cognitive characteristics of generations Z and Alpha who tend to favor concise visual-auditory content. One of the viral audio visual media at this time is the Tiktok application media. Tiktok social media is a media in the form of audio-visual, this media is a social media that can be seen and heard (Febriyanti et al., 2025).

There are so many users of this social media, namely students. Students are so happy to use this Tiktok application because for them this application can entertain them when they are bored. So as technology develops with the Tiktok application, teachers can use this application media as one of the media used in the learning process.

There are several types of media, one of which is audio-visual media, which has the ability to arouse auditory stimuli. The discussion of learning using audio media cannot be separated from the aspect of hearing itself. Hearing is a tool for listening. Listening is actually a complicated process that involves four elements: 1) Listening, 2) Paying Attention, 3) Understanding and 4) Remembering Element, thus listening is a selective process to pay attention, hear, understand and remember the symbols of hearing (Munadi, 2013).

The Tiktok app is a Chinese social network and music video platform that was launched in September 2016. The app allows users to create their own short music videos. Throughout the first quarter (Q1) of 2018, Tiktok established itself as the most downloaded application, namely 45.8 million times. That number beats other popular apps like Youtube, WhatsApp, Facebook Messenger, and Instagram. According to *tekno.kompas.com* there are around 10 million active users of the Tiktok application in Indonesia. The majority of Tiktok application users in Indonesia are millennials, school-aged, or commonly known as generation Z (Nugroho, 2018).

The number of Tiktok application users is so massive in all circles of society. Students at the basic education level are no exception. Users of the Tiktok application are like a 2-edged knife, which means that if used properly, it will have a positive impact, as well as if used poorly, it will have a negative impact. This will have an impact on students' interests and learning outcomes.

The use of Tiktok in learning Akidah Akhlak allows abstract material (such as faith in Allah or praiseworthy qualities) to be visualized through creative content, storytelling, or simulation of moral behavior. This is in line with the concept of "da'wah bil hal" (da'wah with deeds/visualization) which is digitally packaged.

Based on initial observations at MTs Nailussyukri Mojokerto, there is a gap between the use of gadgets by students and the content they consume. Grade VII students spend hours on Tiktok, but the majority of the content viewed has no educational value. On the other hand, teachers of Akidah Akhlak are still struggling to find the right formula so that the material is not considered archaic or boring. The integration of Tiktok as a learning medium is expected to be able to bridge this gap. By directing students to produce or study Akidah Akhlak content on Tiktok, the learning process becomes more interactive, participatory, and joyful learning (Wahyuni, 2024).

The main problem that arises is how effective and the mechanism of using Tiktok to stay within the corridor of sharia and educational goals. This research aims to dissect the strategic steps of teachers in packaging Akidah Akhlak material into creative content on Tiktok, as well as its impact on students' learning interests at MTs Nailussyukri, this research is important because it tries to reverse the negative stigma of social media into a progressive instructional

tool. By utilizing the Tiktok algorithm, the values of Akidah Akhlak are expected to not only stop in the classroom, but also color students' digital timelines (Asy'arie, 2022).

RESEARCH METHOD

This study uses a qualitative approach with the type of qualitative descriptive research and field research methods, which was carried out at MTs Nailussyukri Mojokerto to examine the use of the TikTok application as a learning medium for Akidah Akhlak in grade VII students, with the researcher acting as the main instrument who was present directly in the field to conduct non-participatory observations, in-depth interviews with Akidah Akhlak teachers, head of madrasah, and students, as well as documentation in the form of archives and photos of activities; The primary and secondary data collected were then analyzed using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and conclusion drawn, with the validity of the data tested through credibility (source triangulation, technique triangulation, and observation diligence), transferability, and dependability, and the entire research process was carried out through three stages, namely pre-field (permit management and instrument preparation), implementation (observation, interviews, and documentation in the field), to the final stage in the form of systematic presentation and analysis of data to answer the formulation of research problems.

FINDINGS AND DISCUSSION

The results of observations, interviews, and documentation conducted by researchers at MTs Nailussyukri Mojokerto show that the use of the TikTok application as a learning medium for Akidah Akhlak has a significant impact on the learning interest and understanding of grade VII students, especially in the material Behavior of People Who Practice 10 Asma'ul Husna. Before the video was aired, some students were still not focused, but their attention began to be directed as soon as the teacher conveyed that the material would be presented through a short TikTok-based video. This condition shows that visual media has its own attraction for students, because they do not just listen to oral explanations, but also see firsthand examples of the application of materials in daily life.

The teacher of Moral Faith, Yessi Tri Chamidiyah, S.Pd., explained that the use of TikTok is motivated by the high intensity of use of the application among students aged 12-13 years, so that it has the potential to be used as a means of learning that is closer to their daily lives. After its implementation, the teacher felt a change in the students' response who became more active, quick to respond to questions, and enthusiastic when asked to give their opinion on the content of the video. This finding is in line with the results of interviews with students, who stated that they prefer short video-based learning to lecture methods because they are accompanied by visual examples that facilitate understanding (Kartika et al., 2025). The learning atmosphere is also felt to be more fun and not

monotonous, even students who tend to be passive begin to dare to express their opinions in discussion sessions after the video screening (Fatimah & Sari, 2025).

In terms of understanding the material, students were proven to be able to re-explain the content of the video in their own language and provide examples of the behavior of practicing Asma'ul Husna in daily life, which shows that understanding is not only memorized, but also meaningful. Support for this innovation was also conveyed by the Head of the Madrasah, Mohammad Mas'ud, S.Pd.I., who assessed that the use of TikTok as a learning medium is a positive step to show the educational side of the application if used appropriately.

The use of TikTok in learning has been implemented since 2023 in response to the need to adjust teaching methods to technological developments and student habits. The content planning process includes four stages: determining the appropriate material to visualize, crafting key points, recording videos, and simple editing before showing them in class. Not all Akidah Akhlak material is made in the form of TikTok content, but material that is relevant to daily life is chosen so that it is easy to visualize (Prastina, 2026; Hidayah, 2025).

Several supporting factors were identified in the application of this media, including the proximity of students to the TikTok application in their daily lives so that it makes it easier to adapt its use in class (Apriska, 2023), as well as the short video duration—about 15 to 60 seconds—which is assessed according to the character of grade VII students who are more likely to absorb information concisely and directly at the core of the discussion (Supriadi & Priyanti, 2024). However, there are also obstacles, especially in the content creation process that requires additional time outside of teaching hours, from determining the material to the video editing process (Renaldi, 2024).

Overall, the findings of this study show that the use of the TikTok application as a learning medium for Moral Faith at MTs Nailussyukri Mojokerto has a positive impact on increasing learning interest, active participation, and understanding of grade VII students. In addition to the cognitive aspect, students also began to show efforts to apply the values of Asma'ul Husna in daily life, so that the use of this media not only contributes to the aspect of theoretical understanding, but also the formation of behavior according to the values of the Moral Faith (Budianto & Hidayah, 2025).

The planning of TikTok-based Akidah Akhlak learning content at MTs Nailussyukri Mojokerto begins with an analysis of student characteristics. The teacher identified that grade VII students in the age range of 12–13 years are a group that is familiar with social media, especially TikTok, so that the media is seen as relevant to be used as a means of learning. This is in line with the principle of selecting learning media which emphasizes the suitability between the characteristics of the media and the characteristics of students so that learning goals are optimally achieved (Syafi'i, 2023). In line with this, teachers do not apply TikTok to all Akidah Akhlak material, but rather select materials that are oriented towards the formation of attitudes and behaviors, such as the Behavior of People Who Practice the 10 Asma'ul Husna, because the material can be visualized through concrete behavior examples (Satriani et al., 2024). This

selection is relevant to the characteristics of students in early adolescence who still need real illustrations to understand concepts, so that the use of audiovisual media is considered more effective than abstract explanations (Saefuddin, 2024).

Before producing videos, teachers first set learning objectives as a guideline in determining the content of the material, in line with the learning design principle that media must be designed based on clear objectives (Albina & Pratama, 2025; Marta et al., 2025). The material is then simplified into key points, arranged in a structured video flow, and pays attention to the suitability of language and visual elements with the level of development of students (Sari et al., 2023; Anam et al., 2025; Dhanil & Ginting, 2026). The video recording and editing stage is a process that is quite time-consuming outside of teaching hours, but it is still done by teachers considering its positive impact on learning (Dahlia, 2025; Rizal et al., 2024). In its implementation, the duration of the video used ranges from 15 to 60 seconds, adjusted to the characteristics of TikTok as a short video platform as well as the pattern of receiving information from the digital generation which tends to have a shorter attention span (Arsyad et al., 2024; Sokheh & Hendrawati, 2025). This short duration has been shown to increase student focus, facilitate the core understanding of the material, and provide additional time for discussion and evaluation sessions after video screening (Demetrio et al., 2024; Gibon, 2024; Yana et al., 2026). These findings reinforce the multimedia learning theory that concise information accompanied by visual elements is easier for learners to process than long explanations (Lailli et al., 2026).

The success of TikTok-based learning planning cannot be separated from the support of the Head of Madrasah, Mohammad Mas'ud, S.Pd.I., who provides space for teachers to innovate and emphasizes that TikTok can provide positive benefits if used appropriately. This support is in line with the concept of instructional leadership, where the head of the madrasah plays a role in creating conditions that support improving the quality of learning (Hallinger, 2026; Satriadi et al., 2026). This support is also manifested in the provision of facilities such as LCD projectors and internet networks (Fitria & Slamet, 2024), and serves as a form of work motivation that encourages teachers to continue to innovate even though the content creation process requires extra time (Nasution et al., 2023). This attitude also reflects transformational leadership that opens up space for positive change in school culture (Zahra & Cahyani, 2025; Sumardi & Nurfaizi, 2023).

The findings of this study reinforce the results of the research of Fatimah et al. (2021) which show that TikTok is effectively used as an interesting learning medium, as well as the research of Khasanah (2022) which reveals the improvement of learning outcomes through the use of TikTok. In addition, this research is also in line with the findings of Nurhayati (2023) regarding increasing student learning motivation through short video media. However, this study has a novelty value because it specifically examines the process of planning TikTok-based Akidah Akhlak learning content – including the analysis of student characteristics, material suitability, video duration, and the role of madrasah head support – aspects that have not been discussed in depth in previous

studies.

The success of the use of the TikTok application as a learning medium for Akidah Akhlak at MTs Nailussyukri Mojokerto is supported by several interrelated factors, namely student response, ease of understanding of the material, classroom conduciveness, and learning interaction. Based on the results of the interviews, most of the students responded positively to the use of TikTok because the material was conveyed not only through words, but also moving images and illustrations that were easy to understand. This positive response is in line with the principle that the success of learning media is also determined by students' acceptance of the media used (Budianto & Hidayah, 2025), which is then reflected in the increased student participation in discussion sessions after video screening.

The next supporting factor is the ease of students in understanding the material. The examples of behavior shown in the video help students understand the material on the Behavior of People Who Practice the 10 Asma'ul Husna in a more concrete way than the lecture method that only relies on verbal explanations (Ali, 2025; Sholihah et al., 2025). TikTok in this case carries out a visualization function that transforms abstract material into more real, thereby increasing students' confidence when answering questions and discussing (Jelita & Sholehuddin, 2024).

In addition, the use of TikTok videos has been shown to increase classroom conduciveness. When the video is played through the LCD projector, the students' attention that was originally divided becomes more focused on the material, so that activities that interfere with learning are reduced (Sholihah, F. I., et al., 2025; Judge, 2025). This condition is in accordance with the characteristics of grade VII students who are at an age familiar with digital visual content, so that short videos are able to attract their attention naturally. This more lively learning atmosphere is also marked by the emergence of the courage of students who were originally passive to start expressing their opinions and re-explain the content of the videos they watch (Kahali & Illu, 2023; Seftiani et al., 2025; Masruroh, 2025).

The last supporting factor is the increased interaction between teachers and students, especially in the post-video discussion sessions. Students are not only passive listeners, but also begin to actively provide opinions, answer questions, and even associate video content with personal experiences (Depita, 2024). This condition is relevant to constructivist learning theory which emphasizes that knowledge is built through interaction and experience, not solely from the teacher's explanation. Videos watched together are the starting point for creating more lively discussions, while helping teachers maintain classroom conduciveness compared to conventional lecture methods (Yuni et al., 2024).

Overall, these four factors—positive student response, ease of understanding of the material, classroom conduciveness, and increased interaction—reinforce each other so that the use of TikTok is able to create a more interesting, participatory, and meaningful learning experience for grade VII students of MTs Nailussyukri Mojokerto.

CONCLUSION

Based on the results of research at MTs Nailussyukri Mojokerto, it can be concluded that the use of the TikTok application as a learning medium for Akidah Akhlak makes a positive contribution to grade VII students. In terms of planning, teachers systematically arrange learning by identifying the characteristics of students who are familiar with digital technology, choosing material on the Behavior of People Who Practice the 10 Asma'ul Husna because it is easy to visualize, and making a 15-60 second video that contains the core material as an introduction before the discussion and question and answer session, with full support from the head of the madrasah. In terms of supporting and inhibiting factors, the use of TikTok is supported by students' proximity to social media, teachers' creativity in creating their own content, the support of the head of the madrasah, and adequate infrastructure such as LCD projectors and wifi networks; While the obstacles include the length of time it takes to create content, limited technical editing skills, dependence on the internet network, and the challenge of simplifying material without reducing its substance, although overall the supporting factors are much more dominant. As for the impact side, TikTok has been proven to increase students' enthusiasm and interest in learning compared to lecture methods, making it easier to understand the material so that students are able to explain again in their own language and apply Asma'ul Husna's values in daily life such as speaking honestly, respecting teachers, and being polite, as well as creating a more conducive and active classroom atmosphere. In general, this study shows that the use of TikTok is an effective learning innovation that is relevant to the times, because it is able to increase learning interest, facilitate material understanding, and help instill Islamic values in a more contextual manner, which is supported by careful planning, teacher creativity, support from madrasah heads, and the availability of adequate facilities.

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