

TikTok as a Learning Tools: A Case Study on Enhancing Akidah Akhlak at MAN East Lampung

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Abstracts

This research will focus on how TikTok can be used to augment the delivery of Akidah Akhlak at MAN East Lampung. Considering that students often take to social media, this research seeks to solve the problem of using conventional methods in teaching Akidah Akhlak. The main research question is to determine whether the use of TikTok will increase students' interest and learning outcomes in this subject. Exploratory surveys, in-depth interviews, and classroom observations were used to gather both qualitative and quantitative data. The surveys and interviews helped in understanding their perception towards TikTok and their experiences with it while observing students in the class helped in directly evaluating how they engaged themselves and participated in the activity in the classroom. The results indicated that students who used TikTok in their study were more engaged and grasped the Akidah Akhlak ideas than the learners who implemented traditional approaches. In particular, the possibility of sharing videos and using image-based content on the TikTok platform made a significant impact on the students' motivation and reinforcement of the information. Finally, the study finds that incorporating TikTok into the learning process as a strategy for teaching and learning in religious education, with special reference to Akidah Akhlak, can increase students' participation and understanding. Such findings imply that teachers should adapt to using mainstream social networks as a means of making lessons more vibrant and engaging.

Keywords: Social media; learning media; Case study; Qualitative; Quantitative.

Introduction

The advancement of technology has been rapid especially in the digital era and this has affected sectors such as education. The enhancement of technology in learning systems has enhanced teaching and learning activities. Among these tools, social media platforms have emerged as

some of the most popular when it comes to engaging students. TikTok, which mainly hosts short videos, has become a platform that can entertain and educate its audience while learning [1]. Several researchers have pointed out the impact of technology in education as being positive. For example, virtual learning environments can be effective in tackling present day learning difficulties and improve learners' interactions [2]. Trends promoting student autonomy themselves in the process of learning, such as changes in the paradigm of teaching and learning activities, are evidence of a change in educational paradigms in the direction of increasing their interaction [3]. Using software like educational games and online platforms has proved to enhance students' mental and cultural development, as well as their problem-solving skills [4][6]. These tools do more than just enhance the learning process, but also help to address the learning needs of every individual learner.

Furthermore, the integration of digital and non-digital learning media has become crucial more so in this post pandemic Covid 19 times considering the flexibility and ease of online learning ("Integration of digital and non-digital learning media to advance life skills of elementary education students post pandemic Covid-19", 2023; Irfan et al. , 2023) . , digital skills are used by teachers to design learning strategies that are consistent with the goals of teaching in a digital environment [7]. The application of digital technology in education with the use of social media platforms such as TikTok provides an opportunity to improve learning. Based on the findings of the research, TikTok can be incorporated into learning approaches in the following ways. For example, Romano et al. [8] assess how TikTok could be an efficient low-cost social media intervention in improving infant-toddler teachers' knowledge on early communication and social interactions that foster the child's learning. Similarly, Ming et al. [9] underscore the need to promote appropriate and rich content about TikTok, especially in topics such as adolescent vision health, to maximize the use of the site for enlightenment [29]. In addition, Wang et al [11] postulate that TikTok could be used as a health informant for topics such as thyroid cancer, meaning that educational content on the platform can to be disseminated [12]. Thus, using TikTok's popularity and interaction tools, teachers can develop relevant and highly effective educational materials for different learners [10]. It is possible that the use of digital tools in learning enables the educators to develop environment where students are active participants, and derives the learning needs of different students, which will revolutionize learning [20].

When it comes to the teaching of Akidah Akhlak (Islamic creed and ethics), specifically in an Islamic school, the traditional educational approaches may encounter difficulties in engaging students' attention. The component of Akidah Akhlak, which is the fundamental part of moral and ethical lessons in Islamic civilization, is vital for the formation of student character. However, lecture styles can sometimes go unheard by the digital generation students and therefore may require a more relatable concept. Like most schools, the Madrasah Aliyah Negeri (MAN) East Lampung has been searching for means to enhance its students' learning process and outcomes in Akidah Akhlak education. The issue arises in determining how best to teach these lessons under the guideline of Akidah Akhlak in order to effectively engage the students and facilitate students' learning and absorption of the content. This dissertation fills this research gap by examining how to incorporate modern digital tools, particularly TikTok, into teaching and learning of Akidah Akhlak to address the aforementioned challenges and enhance the learning achievements of students.

Consequently, the purpose of this study is to assess TikTok's usability in the improvement of Akidah Akhlak learning at MAN East Lampung. In this case, the study seeks to;

- 1) Assess the role of TikTok in enhancing students' engagement,
- 2) Determine the impact of TikTok in enhancing students' understanding,
- 3) Assess the extent to which TikTok promotes positive learning environment. Through incorporating TikTok in formality, we aim to establish similar facts on the effects of TikTok application on Banjarmasin students and rehabilitative educational outcomes in terms of Akidah Akhlak education.

Consequently, the findings of this research provide practical recommendations for educators, policy-makers, and educational organisations that need to implement innovative pedagogy to enhance students' satisfaction and meaningful learning experiences. In conclusion, the result of this study can provide the basis for coming up with fresh approaches to enrich the teaching – learning process by integrating Social media platforms such as TikTok. Furthermore, the study contributes to the literature review on the use of technology in religious education and religious teacher education to enhance the ethical understanding of the learner in the 21 st century society.

Methodology

2.1 Research Design

This research relies on both qualitative and quantitative analyses to provide an extensive understanding of the effectiveness of TikTok for the learning of Akidah Akhlak at MAN East Lampung. It suggests that in research, qualitative and quantitative methods are very informative as they give a broad perspective on the phenomena being studied. These two methods are most effective when used in combination, as demonstrated in numerous papers [13]– [17], which provide a deeper insight into the data. Quantitative research explains 'what' and 'how much' while the qualitative methods provide details of 'why' and under what circumstances. This enables a comprehensive evaluation of both quantitative data and self-perception which gives a comprehensive view of the efficacy of the intervention. This approach involves both the collection of numerical data and self-report measures, which integrate a full perspective of the impact of the intervention. Thus, by using such mixed method design, researchers will be able to examine the content, source, quality, and perception of TikTok videos concerning education, thus, providing a comprehensive analysis of TikTok as a potential learning tool. This method contributes positively to the effectiveness and validity of the study to determine the role of TikTok in teaching Akidah Akhlak in MAN East Lampung by focusing on the different themes, tones, and users of TikTok videos.

2.2 Participant

The participant of this study is students and teachers from MAN East Lampung. The participants include ninety students of different classes as well as ten teachers who are most involved with teaching of Akidah Akhlak. In the current study, purposive sampling is used to identify and recruit the participants to make sure that they represent all the different groups of learners and

teaching staff. The participants are recruited through purposive sampling to make sure the sample covers students from different classes and level as well as the teaching staffs. This makes it possible to recruit participants that can be relevant to the context and purpose of the study, thus giving the sample a more appropriate density for the particular research. In the field of educational research, one of the most valuable is purposive sampling because its primary purpose is to gather information about the experiences of students and teachers in a particular organization. Sampling reduces bias in a study by making the sample more objective and precise, as it only includes participants with things to say about the research questions being pursued[18].

2.3 Data Collection

- **Pre-Intervention Survey:** Carried out to determine students' proactivity and learning achievement in Akidah Akhlak prior to the use of TikTok. The questions in the survey involve student views on Akidah Akhlak, participation, and performance in class.
- **Post-Intervention Survey:** Given after TikTok has been adopted in the curriculum to determine engagement, interest and academic performance of students. The survey is similar to the pre-intervention survey so as facilitate comparison of the results.
- **Teacher Interviews:** In-depth interviews with primary Akidah Akhlak teachers to elicit information on the use of TikTok in teaching activities. Issues discussed include whether TikTok is effective in capturing student attention, difficulties encountered, and potential enhanced learning during the process.
- **Student Interviews:** Administering questionnaires of open-ended questions to the students to elicit qualitative information regarding their usage and outlook towards TikTok for learning Akidah Akhlak. The talks revolve around the manner to which the TikTok videos enhance their knowledge and appreciation of the topic.
- **TikTok Videos:** Discussion of the TikTok videos produced and employed throughout the research process. In the content analysis, the emphasis is made to the educational relevance, relevance to the Akidah Akhlak curriculum, and the comment and like sections.

2.4 Data Analysis

- **Statistical Tools:** Survey information involves the use of descriptive and inferential statistics. Data gathered from the pre- and post- intervention surveys are subjected to the paired t-test in order to establish the difference between the two sets of the subjects' engagement and performance before and after the intervention.
- **Engagement Metrics:** In a way, understanding this, several indicators that indicate the level of students' activity in TikTok, such as the number of views, likes or comments to the videos are studied.
- **Thematic Analysis:** The interviews and focus group discussions are then transcribed and made to go through the thematic analysis process in order to determine the necessary themes and regularity thereof. This discussion affords rich understanding of participants' experiences and their estimate of the above variables.

- **Content Quality:** Accuracy, relevance of the posts, and the quality of presentation in the form of videos uploaded on TikTok are taken into consideration to assess educational content.

The study ensures ethical compliance by obtaining informed consent from all participants. Confidentiality and anonymity are maintained throughout the research process. Additionally, the use of TikTok adheres to the platform's guidelines and respects students' privacy and digital safety.

Results

3.1 Develop Akidah Akhlak Learning Design Through TikTok Application

We design all Akidah Akhlak learning development needs using the TikTok application with the following steps: It is also important that: (a) The structure of the material must be identified; (b) The process of creating design specifications must be determined; (c) The process of making learning design available media; (d) Elements of the learning model must be generated; and (e) Instruments for expert, practitioner assessments, and a few small scale and many large scale trials must be prepared. The source of teaching material is from printed books, through the internet and other cloudy media to extrapolate the material to be presented. The entire material that has been well selected, must then pass the test of being consistent with the learning objectives that have been envisaged in the plan. Regarding the specifications of design that is in reference to context-based student's needs, the specifications that have to be identified should also take into consideration the needs analysis, resources available, and orientation of the product to be produced. In this section, what we focus on are the pedagogic as well as those not pertaining to the pedagogic sense. For instance in the domain of teaching and learning strategies like problem-based learning, project based, learning and multiple intelligences learning. In non-educational area for instance, we may have the functional theme layout, the audiovisual layout to be employed, the text or graphic layout and in the special effects layout and animation to be employed.

The applications used in designing learning include; Benime, Text Voice Free, Picsart, Kine Master, and Video to MP3 Converter. Applications used for designing in video editing can be from the play store. The rationale of using this preferred application is to make the editing of the video shown more manageable. The five applications can be observed in the figure 1 below. Then, it is also prepared like an additional application, namely the WhatsApp application to support the learning process using media Tik Tok application.

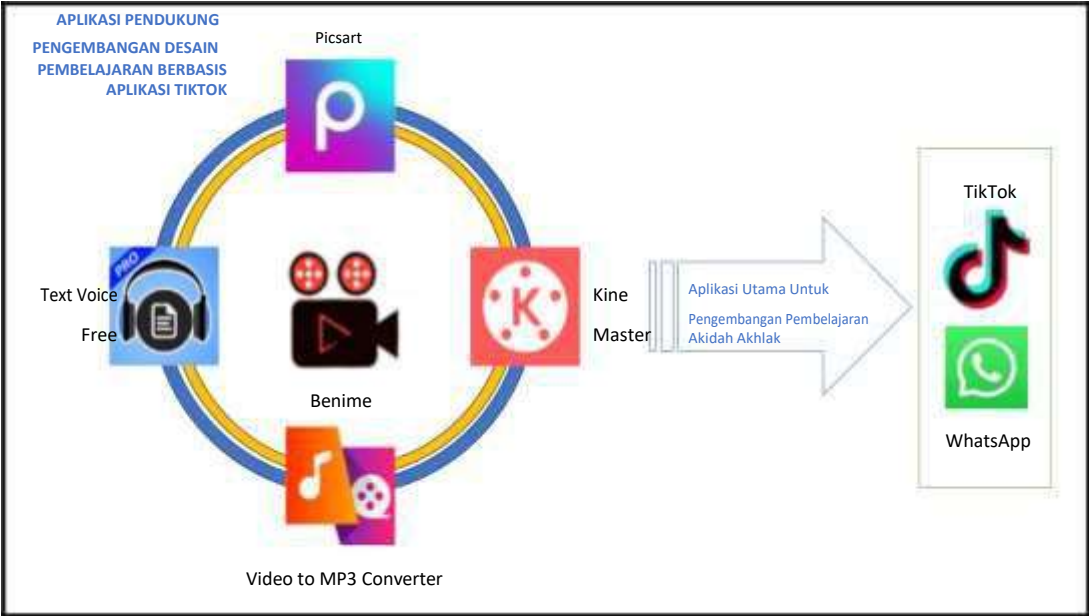


Fig. 1. Applications for Learning Design and Development Process of Akidah Akhlak Learning

The process of Akidah Akhlak learning using the TikTok application media was initially applied to small groups of students, a total of 5 people from class X majoring in Science, Social Studies, and IAI. For instance, 3 students identified in the mesh and categorized in the excellent, good, and quite good learning outcome; and 2 students classified in the ‘like/post’ and ‘dislike/post’ categories of social media play. With reference to the trial group, the percentage of the results of the student response assessment is tiny, amounting to 88%. It sits at 0% or falls under the very appropriate mark. The aspects that can encompass the assessment of the development of Akidah Akhlak subjects through TikTok application media that include effectiveness, attractiveness, and interest can be evidently seen in Table 1.

Table 1 Results of Student Assessment Test in Small Group

Student Assessment	Number of Values
Student-01	63
Student -02	66
Student -03	68
Student -04	64
Student -05	69
Total Value	330
Presented	88,0%
Category	Fits Perfectly

After that, Akidah Akhlak learning development products using the TikTok application media were implemented to students in large groups of 85 students from representatives of science,

social studies, and Islamic Religious Science (IAI) class XI majors. The 85 students each answered a questionnaire total 15 question items.

Related to the content of the material presented in the learning design is in harmony with the material of the moral creed studied (question item 1). Students respond 100%, each answer on the score scale assessment (3) is quite appropriate, the score scale (4) is appropriate, and the score scale (5) is very appropriate. There were 6 students (7.0%) answered quite appropriately, 53 students (62.0%) answered appropriately and 26 students (30.5%) answered very appropriately. With regard to the design of the content of the material arranged systematically and can be played repeatedly (question item 2), student responses of 100% answer on the assessment of the score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. These 11 students (12.9%) answered quite appropriately, 36 students (42.3%) answered appropriately and 38 students (44.7%) answered very appropriately.

Related to the content of the material through the developed learning design makes it easy to understand (item 3 questions), student responses are also 100%, their answers are on the assessment of the score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were 16 students (18.8%) who answered quite appropriately, 47 students (55.2%) who answered appropriately, and 22 students (25.8%) who answered very appropriately. As for the description of the discussion and the provision of practice questions on the developed product can be understood well (item 4 questions), student responses of 100% answer on the score scale assessment (3) are quite appropriate, the score scale

(4) is appropriate and the score scale (5) is very appropriate. Only 8 students (9.4%) answered quite suitably, 40 students (47.0%) answered suitably, and 37 students (43.5%) answered very appropriately.

Related to the overall content of material that can motivate learning (question item 5), student responses 100% answer on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were 9 students (10.5%) answered quite appropriately, 40 students (47.0%) answered appropriately, and 36 students (42.3%) answered very appropriately. Then, with regard to the use of media facilitating the learning process (question item 6), student responses 100% answered on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were only 5 students (5.8%) answered quite suitably, 28 students (34.1%) answered suitably, and the remaining 51 students (60.0%) answered very appropriately.

Due to the selection of appropriate writing and color in the developed design (question item 7), student responses 100% answered on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were 8 students (9.4%) answered quite appropriately, 27 students (31.7%) answered appropriately, and 50 students (58.8%) answered very appropriately. Then, regarding the selection of images and animations according to the content of the material displayed (item 8 questions), student responses 100% answered on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. Here there were only 4 students (4.7%) answered quite suitably, 35 students (41.1%) answered suitably, and 46 students (54.1%) answered very appropriately.

Related to the language and words used in the learning design developed through the TikTok application media are easy to understand (Item 9 questions), student responses 100% answer on the score scale assessment (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. Here also there were only 5 students (5.8%) who answered quite suitably, 27 students (31.7%) answered correctly, and 53 students (62.3%) answered very appropriately. Meanwhile, about the time in presenting the content of the moral creed material on the media used (question item 10), student responses 100% answered on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. In this item, only 5 students (5.8%) answered quite suitably, 41 students (48.2%) answered correctly, and 39 students (45.8%) answered very appropriately.

Regarding teaching materials in learning design, the media used can foster interest in learning (question item 11), student responses of 100% answer on the score scale assessment (3) are quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were 7 students (8.2%) answered quite suitably, 38 students (44.7%) answered suitably, and 40 students (47.0) answered very appropriately. While the learning design developed can provide skills in the learning process (question item 12), student responses 100% answer on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. A total of 6 students (7.0%) answered quite suitably, 34 students (40.0%) answered suitably, and 45 students (52.0%) answered very appropriately.

About the developed learning design that gives help to learning (question item 13), student responses 100% answer on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were 6 students (7.0%) answered quite suitably, 30 students (35.2%) answered appropriately and 49 students (57.6%) answered very appropriately. With regard to the learning design developed to give an appeal to attract attention (question item 14), student responses 100% answered on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. There were only 2 students (2.3%) who answered quite suitably, 29 students (34.1%) answered suitably, and 54 students (63.5%) answered very appropriately.

Finally, about the learning design developed to have a positive impact on the learning process (question item 15), student responses 100% answered on the assessment score scale (3) is quite appropriate, the score scale (4) is appropriate and the score scale (5) is very appropriate. This item also only had 2 students (2.3%) who answered quite suitably, 26 students (30.5%) answered correctly and 54 students (67.0%) answered very appropriately.

3.2 Student Engagement

The results of the analysis of student engagement in learning pre-intervention and post-intervention can be seen in figure 2.

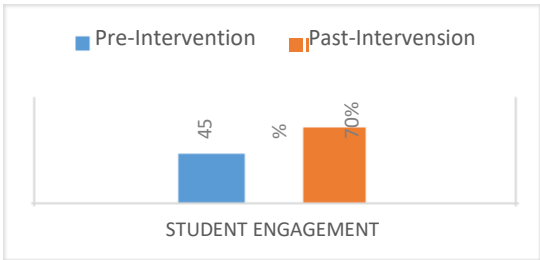


Fig. 2. Results of Student Engagement Pre-Intervention and Post-Intervention

- **Pre-Intervention Data:** In the Akidah Akhlak lessons before the incorporation of TikTok, only 45% of the students indicated that they are fully participating in the lessons. This tells me that less than half of students were fully participating and expressing interest in the conventional methods employed for Akidah Akhlak learning. A possible implication of the somewhat low levels of engagement is that the traditional methods may not have been well suited to capturing the students’ interest or encouraging them to fully interact with the content.
- **Post-Intervention Data:** After the implementation of TikTok in the Akidah Akhlak lesson plan, 70% of students claimed to be more attentive during their classes. An increase of 25% in student engagement indicates that incorporating TikTok in the classroom is beneficial. TikTok videos are easy to relate to and this could have made the lessons more appealing and engaging hence the increased participation.

This 25 percent impressive engagement increase shows that it is possible to embrace modern digital tools like TikTok in education activities especially in lessons that might put students off due to boredom. In this line, it is easier for educators to take advantage of TikTok and incorporate the tool in learning hence ensuring that students are more engaged in class, better performance and outcomes.

3.2 Academic Performance

The results of the analysis of academic performance in learning pre-intervention and post-intervention can be seen in figure 3.

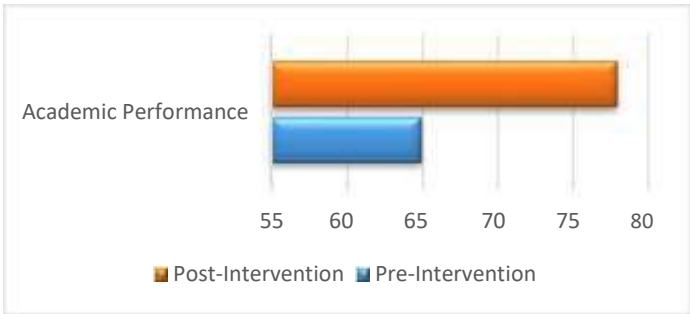


Fig. 3. Results of Academic Performance Pre-Intervention and Post-Intervention

- **Pre-Intervention Scores:** Before the integration of TikTok into the Akidah Akhlak curriculum, the average test scores were 65 out of 100. This baseline score indicates the level of understanding and performance of students under traditional teaching methods. The moderate score suggests that while some students were performing adequately, there was significant room for improvement in overall academic performance in Akidah Akhlak.
- **Post-Intervention Scores:** Following the use of TikTok in the curriculum, the average test scores improved significantly to 78 out of 100. This 13-point increase in average scores reflects a substantial enhancement in students' academic performance. The improvement indicates that TikTok, as an educational tool, had a positive impact on students' understanding and retention of Akidah Akhlak material.

These outstanding performances prove that TikTok serves as a valuable supplement to the existing strategies in teaching. Probable reasons that students experienced performance improvements include the element-of-fun factor provided by TikTok and the fact that the material is presented in more of an interactive and dynamic manner. Based on this information, the use of elements such as TikTok in teaching practices is justified as a way to foster the improved learning ability and performance of students.

3.3 Engagement Matrix on TikTok

The results of the Engagement Matrix analysis on TikTok can be simulated with a graph as shown in Figure 4.

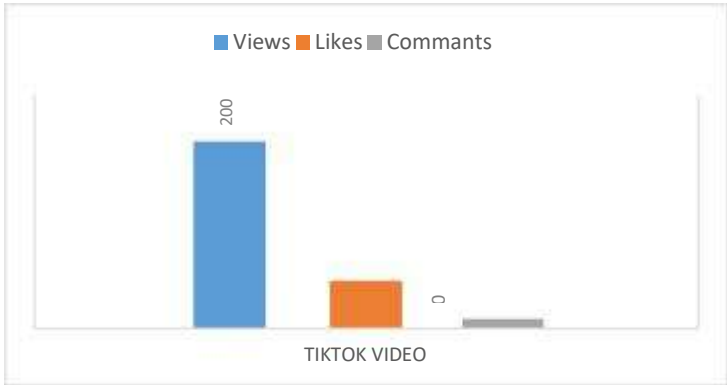


Fig. 4. Results of The TikTok Vido

The TikTok videos used in the curriculum received an average of 200 views, 50 likes, and 10 comments per video. These metrics suggest a high level of student engagement and interaction with the content:

- **Views:** An average of 200 views per video indicates that the content is being seen by a significant number of students, reflecting their interest and attention.
- **Likes:** With 50 likes per video, there is a strong positive response from the viewers, suggesting that they find the videos valuable or enjoyable.

- **Comments:** An average of 10 comments per video shows that students are actively participating by sharing their thoughts, asking questions, or engaging in discussions.

These metrics collectively demonstrate that students are not only watching the videos but also interacting with them, which is a key indicator of effective content delivery and engagement.

3.4 Teacher Feedback

Teachers reported several benefits and challenges when using TikTok in Akidah Akhlak classes:

- **Engagement and Interaction:** TikTok made lessons more engaging and interactive, resulting in increased student participation and enthusiasm. The dynamic nature of the videos helped maintain students' interest and attention, making the learning process more enjoyable and effective.
- **Presentation of Material:** The videos provided a novel and engaging way to present educational material, which contributed to better retention and understanding of the content.
- **Challenges:** Teachers faced initial challenges with unfamiliarity with TikTok and ensuring that all students had access to the necessary technology to participate fully in the lessons.

Overall, while TikTok proved to be a valuable educational tool for enhancing engagement and interaction, addressing technological access and training issues was necessary for its successful implementation.

3.5 Student Feedback

Students provided positive feedback on the use of TikTok videos in Akidah Akhlak classes:

- **Enjoyment and Understanding:** TikTok videos used in class were seen as fun while at the same time helpful in explaining of difficult topics in class. Since it incorporated both visual and auditory presentation, the information that was being taught became more reasonable and easier to grasp.
- **Review and Revision:** Some student benefits included voicing the option of watching the videos on our own and at our own convenience. This feature benefited them in reviewing and studying as they could repeat the content to their understanding, thus improving the way they learnt. In general, the idea of incorporating TikTok videos into college courses was educational because it enlivened the lessons, and the videos presented students with a beneficial tool for future coursework and self-study. The analysis of TikTok videos in Akidah Akhlak teaching highlighted several key benefits:
- **Effective Content Delivery:** From the evidence gathered in the TikTok videos, the creation of content that was educational and fun was observed. I found out that the use of examples as well as the use of visual aids in teaching improved on the understanding and recall of Akidah Akhlak among students.

- Interactive Learning Environment: About TikTok, the comment section and likes made it easy for learners to collaborate in new ways. Such features enabled the students to participate in the content information specifically and the content shared by a colleague, for instance.

In summary, the implementation of TikTok in the classroom offered a new means of conveying the lesson on Akidah Akhlak due to the enhanced interaction with the real world that it offers. Through the use of TikTok in the Akidah Akhlak lesson at MAN East Lampung, it was found out that students' attentiveness and their academic achievements have progressively enhanced. Based on the findings, it can therefore be inferred that TikTok can actually prove to be a useful application in the improvement of religious education since it is capable of making the learning process more engaging and interesting to the students.

Discussion

This research study proves that the incorporation of TikTok into the education of Akidah Akhlak in MAN East Lampung enhances students' participation and academic achievements. Achievement data revealed an improvement on student participation rates from 45% to only 70% while the test scores also increased to an average of 78 out of one hundred from previous 65. Consequently, it can be concluded that TikTok has successfully grabbed students' attention and promoted improved learning of Akidah Akhlak subjects. This is supported by the qualitative feedback that has been obtained from both the teachers and the students. It was evident from the feedback that teachers were observing more lively and engaging lessons while the students mentioned that they enjoyed watching the TikTok videos and they were useful for understanding. Such coordination of quantitative and qualitative information supports the further exploration of the educational potential of TikTok in the course of religious studies.

A number of studies stressing on the role of technology in enhancing academic achievement can back up the effectiveness of using the social application such as TikTok in classroom. It has been found out by researchers that applying Information and Communication Technologies, including educational games, interactive CBLT knowledge media, and simulations in the classroom increases learners' interests, understanding, and motivation levels [5], [19], [21], [30]. These technologies establish learning techniques that are conducive in reaching out to all types of learners and boosting their learning initiation involvements. In addition, the incorporation of the media in education has been said to increase performance and enhance student's self-directed learning. Studies have also shown that the use of online learning environments and educational games increases the students' conceptual understanding, critical thinking, and problem solving [6], [22]– [24]. It is for this reason that through the use of technology the educators can be in a position to develop effective learning environment that enhance critical thinking and self-learning among learners.

With the outbreak of the COVID 19 virus, a shift from traditional learning to online or any digital learning is more common. On the subject of how the pandemic impacted teaching methodology and curriculum shifts, the following may be noted: There is extensive literature on the importance of effective and versatile practices behind online learning during the crisis [23],[25]. Remote and traditional learning media has become key in the acquisition of personal life skills and continuity

of learning post pandemic [26]. The integration of TikTok into Akidah Akhlak learning that has been implemented at MAN East Lampung can be viewed as a good example of the use of digital technologies in teaching and learning as they positively impacted student motivation and performance. It is thus about tapping on the potential of digital platforms documented in literature and building on these findings to further offer more enriching education to students across different education settings.

The results of the present study are consistent with prior literature regarding the use of technology and social media in the context of learning. Syaifuddin and Sari [27] showed that the integration of TikTok into Akidah Akhlak education enhanced students' motivation. Likewise, Asy'arie [28] highlighted the utilitarian benefits of TikTok in making lessons more realistic and engaging, a finding that is consistent with this study. Literature review has revealed that the use of technology in learning has improved students' participation and performance rates. According to literature, the use of digital media like educational games, online forums, and interactive simulations improves students' involvement, understanding, and interest Pramuditya et al. (2022). These technologies provide rich learning contexts that address the variations in learning needs and embrace students' engagement.

In addition, the integration of technology in education, especially digital media, has been linked to better class performance and the development of students' independence. Technologies like online learning platforms and educational games have been known to improve students conceptual knowledge, problem solving and their critical thinking potentials. To achieve high levels of independent learning and pertinent critical thinking among students, educators must master how to use technology correctly. The inclusion of TikTok in the education of Akidah Akhlak at MAN East Lampung presents a good example of the use of digital media in nurturing the students to excel in their performances. Using the findings of prior studies it is possible for educators to design and develop new and better digital tools and applications to support learning experiences in different contexts of education.

The incorporation of TikTok in the Akidah Akhlak curriculum has the following pedagogical and desirable implications for educators and policymakers. First, it confirms the possibility of social media platform's implementation into educational practices and shows that active use of social media platforms in classes can be useful and effective, especially in subjects that can be explained using more interesting and comprehensible methods. These guidelines call on educators to be more innovative to incorporate TikTok and any other tool in learning methodologies. Furthermore, the implication of the research is that teachers need to be trained on how to support technology enabled learning environment. Offering professional learning for teachers can assist them in the implementation of teacher professional competence in the production of high-quality instruction and learning content and its incorporation into the learning-teaching process. It is recommended that the policymakers should ensure that they offer their support to teachers by establishing the means and the ends through which the use of the digital tools can be implemented in education. It, therefore, becomes the responsibility of the school to make sure that all students are able to embrace the technology that is needed for the enhancement of such learning patterns.

However, the present study has some limitations as well: The first challenge was some student reluctance due to their lack of familiarity with TikTok and other issues concerning the availability of the right technology. Moreover, the study was carried out in a single institution; thus, the results may not be representative of other institutions. Future studies should examine the consequences of employing TikTok in teaching and discover its outcomes in various educational contexts and disciplines. Generalizing the results to a larger population can increase external validity and reveal more potential and limitations of TikTok as an educational tool.

Conclusions

Including TikTok as a medium in the teaching of Akidah Akhlak has posed several advantages in terms of students' engagement and lesson appeal by incorporating elements such as videos, music, and interactive functions. This has also made it easier for students to grasp and remember concepts through the use of visuals and sounds thus simplifying measures that were hard to comprehend. Also, the options to comment, like and share videos help to promote collaboration and active participation in the process of studying as well as interacting with the content and fellow students. Based on these results, it is possible to use social networks such as TikTok in educational activities to significantly increase students' interest and participation, especially in learning Religion classes. However, for these benefits to be realised, teachers may need professional development on how to effectively use TikTok particularly in creating content and moderating activities. Faculties and schools should also establish policies on how social media can be used effectively in teaching and learning processes. This research proposes a novel method through the use of a well-known social networking site to showcase a strategy in teaching Akidah Akhlak in a fun, stimulating, and contemporary manner.

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