

## Utilization of TikTok as a Learning Medium for Islamic Cultural History at MTS Muhammadiyah 17 Punggulan

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**Abstract:** The History of Islamic Culture (SKI) is an essential part of the Islamic Education curriculum, aimed at helping students understand Islamic cultural identity and values. However, teaching SKI often faces challenges, such as a lack of resources and engaging teaching methods. Innovation through the use of social media platforms like TikTok is proposed to address these issues. TikTok, as a popular short-video-based platform, shows great potential in increasing students' interest and learning outcomes. This study explores the application of TikTok in SKI education at MTS Muhammadiyah 17 Punggulan using a descriptive qualitative approach. The results indicate that TikTok enhances student engagement and motivation, makes materials more accessible and understandable, and improves the digital competence of both students and teachers. Nonetheless, challenges such as technical limitations and the risk of non-educational content require special attention. This study recommends the development of effective content, supportive school policies, and technology training for teachers to maximize the benefits of TikTok in education.

**Keywords:** History of Islamic Culture, TikTok, Learning Media

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**Abstrak:** Sejarah Kebudayaan Islam (SKI) merupakan bagian penting dalam kurikulum Pendidikan Agama Islam, bertujuan membantu siswa memahami identitas dan nilai-nilai budaya Islam. Meski demikian, pembelajaran SKI sering menghadapi tantangan, seperti kurangnya sumber daya dan metode pembelajaran yang menarik. Inovasi melalui penggunaan platform media sosial seperti TikTok diusulkan untuk mengatasi masalah ini. TikTok, sebagai platform berbasis video pendek yang populer, menunjukkan potensi besar dalam meningkatkan minat dan hasil belajar siswa. Penelitian ini mengeksplorasi penerapan TikTok

dalam pembelajaran SKI di MTS Muhammadiyah 17 Punggulan menggunakan pendekatan kualitatif deskriptif. Hasilnya menunjukkan bahwa TikTok meningkatkan keterlibatan dan motivasi siswa, membuat materi lebih mudah diakses dan dipahami, serta meningkatkan kompetensi digital siswa dan guru. Meskipun demikian, tantangan seperti keterbatasan teknis dan risiko konten non-edukatif memerlukan perhatian khusus. Penelitian ini merekomendasikan pengembangan konten efektif, kebijakan sekolah yang mendukung, dan pelatihan teknologi bagi guru untuk memaksimalkan manfaat TikTok dalam pendidikan.

**Kata Kunci:** Sejarah Kebudayaan Islam, TikTok, Media Pembelajaran

## A. Introduction

Islamic Cultural History refers to the evolution or progress within Islamic culture from a historical perspective. In the context of a subject, Islamic Cultural History (SKI) is part of the Islamic Religious Education curriculum aimed at helping students understand, appreciate, and learn about Islamic history, as well as how it shapes their worldview through various learning activities, training, teaching, examples, and habits provided (Munawir et al., 2024).

Teaching Islamic Cultural History is an important part of the educational curriculum. A good understanding of Islamic cultural history provides a strong foundation for students to comprehend the identity and values of Islamic culture and to develop attitudes of tolerance and mutual respect. However, in practice, teaching Islamic cultural history often faces challenges such as a lack of resources and unengaging teaching methods for students. Furthermore, the subject is often seen as boring due to the lack of engaging teaching media used by teachers. Therefore, innovations in teaching methods are needed to improve students' learning outcomes in Islamic cultural history (Munawir et al., 2023).

One such innovation is using social media platforms, one of which is TikTok. TikTok, known as Douyin in China, is a social networking platform that allows users to share short videos to express creativity, share knowledge, and capture other moments

(Firamadhina & Krisnani, 2021). TikTok has become a unique and modern medium of information. It can build a global community where users can interact, create, and share experiences. The "For You" page allows users to connect with people from all over the world, which is central to the TikTok experience and where most users spend their time. The app allows people to participate, share, and create their own engaging content by making short videos using its features (Lukitoyo et al., 2024). The app has two sides, both positive and negative. For many people in Indonesia, TikTok is still seen as purely an entertainment platform and is often viewed as not beneficial, even having negative effects. However, in some cases, TikTok is now used as a learning tool for the wider public (Ayuningtyas et al., 2022).

The use of TikTok as a platform for teaching cultural history is a modern and innovative approach that has attracted attention in educational research. Integrating social media like TikTok into educational settings is considered an effective strategy for delivering learning content and facilitating a high-quality learning process (Marsuki et al., 2021).

Integrating technology like TikTok into Islamic education requires a deep understanding of how these tools can enhance the learning process. Research focusing on the integration of Information and Communication Technology (ICT) in Islamic education aims to explore the specific benefits and challenges of using this technology. Understanding students' responses to applications like TikTok for learning purposes is crucial as it provides insights into the perceived advantages and disadvantages of using such platforms in an educational environment (Adam, 2023).

Research conducted by Lukitoyo et al. (2024) titled "Perceptions of History Education Students at Universitas Negeri Medan Regarding the Use of TikTok as a Learning Medium for History" examined the views of history education students at Universitas Negeri Medan on the use of TikTok as a tool for history learning. Using a qualitative descriptive method, data were collected through the observation of educational history content on TikTok and interviews with students from various academic years. The results showed that 75% of students agreed that TikTok is an effective and engaging medium for learning history. TikTok, with its creative features, was considered to meet students' learning needs and make learning more interesting, especially for those who

often feel bored with traditional teaching methods. This study emphasizes TikTok's potential to increase interest in learning history through creative and interactive educational content.

A previous study by Syaibani & Zainiyati (2022), titled "The Use of TikTok as a Learning Medium for SKI during the COVID-19 Pandemic at MI Miftahussudur 01 Dagangan," applied a qualitative approach with data collection methods including interviews, observations, and documentation. The study's findings indicated that TikTok was effective in improving students' interest in learning and understanding SKI material, while also providing variety in online learning. However, limitations such as internet access and video duration were noted. Additionally, the study highlighted the impact of the COVID-19 pandemic on online learning and its significance in the context of Islamic Religious Education. Therefore, this research emphasizes the need for further studies to explore the integration of learning media during the pandemic to improve the effectiveness of online learning.

Previous research has discussed the use and benefits of TikTok as a learning medium. The use of TikTok as a medium for teaching Islamic cultural history has gained increasing attention in the field of education, aiming to evaluate the effectiveness and potential of TikTok in a learning context. When used for educational purposes, TikTok has proven effective in delivering video-based learning materials that can enhance students' learning outcomes. Videos created with cognitive learning theories in mind have a significant impact on students' cognitive processes and sensory experiences, which in turn improve their understanding and retention of Islamic cultural history content (Hendra et al., 2022).

Therefore, this research aims to explain the implementation and benefits of the TikTok application, which can also be applied in the teaching of Islamic Cultural History at MTS Muhammadiyah 17 Punggulan. By delving deeper into the potential of TikTok as a learning medium, this research is expected to provide new insights for education practitioners and researchers to improve the quality of Islamic cultural history education in the digital era using platforms that align with students' preferences.

## **B. Methods**

This study uses a descriptive qualitative approach to understand how TikTok is utilized as a learning medium for Islamic Cultural History at MTS Muhammadiyah 17 Punggulan. The research location was selected at MTS Muhammadiyah 17 Punggulan because the school has implemented innovative learning using TikTok in its curriculum. The research subjects consisted of 8th and 9th-grade students who participated in learning with TikTok.

Data were collected through several techniques. First, participatory observation was conducted by directly observing the learning process that uses TikTok as a medium. This observation included how the teacher teaches, student responses, and interactions during the lesson. Second, document analysis was performed by collecting and analyzing various related documents such as syllabi, lesson plans, TikTok videos created by teachers and students, and other teaching materials. Third, case studies were used by selecting several examples of learning that utilized TikTok as a medium for in-depth analysis. The collected data were then analyzed using thematic analysis to identify patterns and themes emerging from interviews and observations.

Using this qualitative approach, the research aims to provide an in-depth understanding of teachers' experiences and perceptions and students' responses to using TikTok in Islamic Cultural History learning.

## C. Results and Discussion

### 1. Social Media

Social media is an online platform that allows users to easily participate, share, and create content. Blogs, social networks, and wikis are the most common forms of social media used by people worldwide. Another perspective states that social media is an online platform that supports social interaction, using web-based technology to transform communication into an interactive dialogue (Rafiq, 2020).

Currently, social media is a widely used tool by the public for communication and building relationships in the virtual world. Besides functioning as a tool for social interaction, social media can also shape the opinions, attitudes, and behaviors of its users.

Various social media platforms continue to evolve in terms of service quality and number, making them potential tools for learning (Pujiono, 2021). Many social media platforms can be used for learning, such as Instagram, YouTube, and TikTok (Bahri et al., 2022). Social media has revolutionized the landscape of Islamic religious education in the digital era. Al-Quradaghi states that social media allows broader access to religious information, enriches learning resources, and facilitates more intense interaction among learners of Islamic religion. In this context, social media also provides a platform for sharing deeper thoughts, experiences, and understanding of religion (Alamin & Missouri, 2023).

One of the most popular social media platforms today is TikTok. TikTok, known as Douyin in China, is a social networking platform that allows users to share short videos to express creativity, share knowledge, and capture other moments. This platform is owned by ByteDance, an internet technology company based in Beijing, founded by Zhang Yiming in 2012. TikTok was initially launched as Douyin in China in 2016, and a year later, in 2017, it was introduced to the global market under the name TikTok. Before TikTok fully operated globally, the platform merged with Musical.ly, a lip-sync app, to become one unified application (Firamadhina & Krisnani, 2021). TikTok became the top-selling app with 45.8 million downloads. According to data from Business of Apps, TikTok had 1.61 billion monthly active users worldwide by the third quarter of 2023. This figure increased by 1.9% compared to the previous quarter, which had 1.58 billion active users in the second quarter of 2023. In Indonesia, according to reports from We Are Social and Hootsuite, TikTok had 106.52 million active users as of October 2023. Indonesian users spent an average of 23 hours and 28 minutes per month on the app. TikTok has also been the most downloaded app on the App Store and Google Play for almost five consecutive years. In 2019 and 2020, TikTok gained 33 million downloads on the App Store. TikTok's active users are dominated by Generation Z, with 47% aged between 18-24 years, and the majority of users are female, using Android more than iOS (Millah et al., 2024). Given the large number of TikTok users in Indonesia and globally, it can be concluded that TikTok is a very popular, engaging app that appeals to millennials. TikTok's popularity indicates that video-based social media has strong appeal and can serve as a primary medium in millennials' daily lives (Bujuri et al., 2023). What makes TikTok stand out among other social media is its ability to enable everyone to



become content creators due to its simplicity and ease as an entertainment platform (Annisa et al., 2023). TikTok also influences students by making them addicted to using it. Especially when they feel tired, upset, or dizzy, playing TikTok can relieve those feelings because TikTok serves as an entertainment medium (Ramdani et al., 2021).

## *2. Teacher Creativity in Utilizing TikTok*

Teachers at MTS Muhammadiyah 17 Punggulan creatively use TikTok to create engaging and relevant learning content. They utilize features such as music, visual effects, and text to create videos that are not only informative but also entertaining. On TikTok, educators can interact directly with students through videos (Puspitasari, 2021). For example, one TikTok video shows a teacher explaining the history of Islamic development with a background of traditional Arabic music and interactive map visualization. Another example is a video demonstrating the process of making Islamic calligraphy, where the teacher clearly explains each step while providing detailed narration. Analysis shows that this teaching method is effective in delivering Islamic cultural history material, as the videos capture students' attention and make learning more enjoyable. Students find it easier to understand complex historical concepts through the visualizations presented in TikTok videos.

## *3. Advantages of Using TikTok in Learning*

One of the main advantages of using TikTok in learning is the increase in students' interest in learning. This familiar social media platform makes learning materials more accessible and understandable for students. With TikTok, students can learn anywhere and anytime by accessing videos uploaded by teachers. Another positive impact is increased student engagement and motivation. Observations show that students are more enthusiastic about learning and more actively participate in classroom discussions after watching TikTok videos relevant to the lesson. They are also more likely to collaborate and share ideas through the platform, which in turn strengthens their understanding of the material being taught.

#### *4. Challenges and Obstacles*

However, using TikTok in learning also faces several challenges and obstacles. Technical limitations are one of the main issues, such as uneven internet access and inadequate technological devices. In addition, the lack of technological knowledge among teachers is also a hindrance, although efforts have been made to address this through training and assistance. Another challenge is the risk of distractions from non-educational content that may divert students' attention. To minimize this risk, strategies such as using a dedicated learning account and regularly monitoring content have been implemented. Teachers are also provided with guidelines to ensure that the content accessed by students remains relevant to learning.

#### *5. Impact of TikTok Use on Learning Outcomes*

The use of TikTok has been proven to have a positive influence on students' learning outcomes in Islamic cultural history subjects. Analysis shows that students who actively use TikTok for learning show significant improvement in learning outcomes. This is evident from higher exam scores and better assignments compared to before. Additionally, TikTok use also enhances digital competence for both students and teachers. During the learning process, students learn to edit videos, add visual effects, and use various TikTok features, all of which contribute to their increased digital literacy. Teachers also benefit by developing technical and creative skills in creating innovative learning content.

#### *6. Recommendations for Content Development and School Policy*

Based on these findings, it is recommended that teachers continue to develop more effective and engaging content on TikTok. They can explore new features and follow relevant trends to create more interactive and appealing learning videos. Additionally, ongoing training and support for teachers should be provided to enhance their proficiency in using social media as a learning tool. Schools also need to support the use of social media in education with appropriate policies. This includes rules and guidelines that ensure the ethical and effective use of TikTok and other social media platforms,



maximizing their benefits for learning. These policies should also include safety measures to protect students from inappropriate content.

#### **D. Conclusion**

Islamic Cultural History (SKI) as part of the Islamic Religious Education curriculum plays an important role in helping students understand the identity and values of Islamic culture. However, SKI learning often faces challenges, such as a lack of resources and engaging teaching methods. One innovation that can be implemented is using social media platforms, such as TikTok, as a learning medium. TikTok is a popular and widely used short-video-based social networking platform, especially among the younger generation. Research shows that TikTok can be an effective and engaging learning tool, as demonstrated by studies at Universitas Negeri Medan and MI Miftahussudur 01 Dagangan. At MTS Muhammadiyah 17 Punggulan, the use of TikTok has been implemented with positive results, where students show increased interest in learning and better understanding of SKI material. Using TikTok as a learning medium offers several advantages, such as increasing student interest and motivation, as well as active engagement in the learning process. However, there are also challenges, such as technical limitations and the risk of distractions from non-educational content. To address these challenges, technological training for teachers and regular content monitoring are necessary. Overall, TikTok has great potential to improve the quality of SKI learning in the digital era. Therefore, this research recommends further development of effective content creation and school policies that support the use of social media in learning. Training for teachers and clear usage guidelines are also needed to maximize the benefits and minimize the risks of using TikTok in education.

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