

Analysis of the Utilization of TikTok as a Learning Media in Islamic Religious Education for Generation Z Students

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Abstract: This study aims to analyze the utilization of TikTok as a learning media in Islamic Religious Education (IRE) for Generation Z students. The research method employed is a qualitative approach with a descriptive design. The research subjects include teachers and students who actively use TikTok in the learning process. Data collection techniques were conducted through observation, in-depth interviews, and documentation. The results indicate that the use of TikTok as a learning medium can enhance students' learning interest, engagement, and facilitate the delivery of materials in a creative and contextual manner. Short video-based content is considered effective in capturing the attention of Generation Z students, who tend to be visual and dynamic learners. However, several challenges were identified, including potential distractions, limited content control, and the need for strong digital literacy. Therefore, appropriate pedagogical strategies are required to effectively integrate TikTok into Islamic Religious Education to positively impact learning quality.

Keywords: TikTok; Learning Media; Islamic Religious Education; Generation Z; Digital Learning.

Abstrak: Penelitian ini bertujuan untuk menganalisis pemanfaatan aplikasi TikTok sebagai media pembelajaran Pendidikan Agama Islam (PAI) bagi siswa Generasi Z. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan desain deskriptif. Subjek penelitian terdiri dari guru dan siswa yang aktif menggunakan TikTok dalam proses pembelajaran. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa pemanfaatan TikTok sebagai media pembelajaran mampu meningkatkan minat belajar, keterlibatan siswa, serta

Artikel Info

Received:

22 January 2025

Revised:

21 March 2025

Accepted:

12 April 2025

Published:

29 May 2025

mempermudah penyampaian materi secara kreatif dan kontekstual. Konten berbasis video pendek dinilai efektif dalam menarik perhatian siswa Generasi Z yang memiliki karakteristik visual dan dinamis. Namun demikian, terdapat beberapa kendala seperti potensi distraksi, keterbatasan kontrol konten, serta perlunya literasi digital yang baik. Oleh karena itu, diperlukan strategi pedagogis yang tepat dalam mengintegrasikan TikTok ke dalam pembelajaran PAI agar memberikan dampak positif terhadap kualitas pembelajaran.

Kata Kunci: TikTok; Media Pembelajaran; Pendidikan Agama Islam; Generasi Z; Pembelajaran Digital.

A. Introduction

The rapid advancement of digital technology has transformed educational practices across the globe, particularly in the integration of social media into learning environments. In the context of Islamic Religious Education (IRE), innovative approaches are required to engage students who are increasingly immersed in digital culture (Selwyn, 2016). This shift calls for educators to rethink traditional pedagogical strategies and adopt tools that resonate with students' daily experiences.

One of the most influential social media platforms among young people today is TikTok. Known for its short-form video content, TikTok has become a dominant medium for entertainment, communication, and increasingly, education. Its popularity among Generation Z makes it a relevant platform for educational exploration (Anderson, 2020).

Generation Z refers to individuals born in the digital era who are highly familiar with technology and social media. They tend to prefer visual, interactive, and fast-paced content, which aligns with the features offered by TikTok (Prensky, 2001). As digital natives, their learning preferences differ significantly from previous generations.

The integration of TikTok into educational practices presents both opportunities and challenges. On the one hand, it offers engaging and creative ways to deliver content; on the other hand, it raises concerns regarding distraction and content appropriateness (Kearney et al., 2012). Therefore, careful implementation is required to ensure its effectiveness in learning.

In Islamic Religious Education, the delivery of values, morals, and spiritual understanding requires methods that are not only informative but also engaging. Traditional lecture-based approaches may not fully capture students' attention in the digital age (Nasution, 2015). Consequently, educators must adopt innovative media to maintain relevance.

The use of video-based learning has been shown to enhance comprehension and retention of information. Visual and auditory elements help students process complex concepts more effectively (Mayer, 2009). TikTok's format, which combines these elements in short videos, has the potential to support meaningful learning.

Moreover, TikTok allows for user-generated content, enabling students to actively participate in the learning process. This aligns with constructivist learning theory, which emphasizes active engagement and knowledge construction (Vygotsky, 1978). Students can create content that reflects their understanding of Islamic teachings.

Another important aspect is student motivation. Engaging media can significantly increase learners' interest and participation. Research indicates that interactive digital platforms can enhance intrinsic motivation in learning (Deci & Ryan, 2000). TikTok's entertaining format may contribute to this effect.

However, the use of TikTok in education is not without limitations. The platform is primarily designed for entertainment, which may lead to distractions during learning activities. Students may focus more on entertainment content than educational material (Omar & Dequan, 2020). This issue requires careful monitoring by educators.

In addition, concerns about the accuracy and reliability of content are particularly important in Islamic education. Misinterpretation of religious teachings can have serious implications. Therefore, teacher guidance is essential in curating and validating educational content on TikTok (Rahman, 2018).

Digital literacy also plays a crucial role in the effective use of TikTok as a learning medium. Both teachers and students must possess the skills to evaluate, create, and share digital content responsibly (Redecker, 2017). Without adequate digital competence, the potential benefits of TikTok cannot be fully realized.

Previous studies have explored the use of social media in education and found positive impacts on student engagement and collaboration. Platforms such as YouTube and Instagram have been successfully integrated into learning environments (Greenhow & Lewin, 2016). TikTok represents the next evolution of such platforms.

In the context of Islamic education, integrating modern technology with religious values presents a unique challenge. Educators must ensure that the use of digital media aligns with Islamic principles and promotes positive behavior (Al-Attas, 1991). This balance is essential for meaningful learning.

Furthermore, the COVID-19 pandemic accelerated the adoption of digital learning tools, including social media platforms. During this period, educators were compelled to explore alternative methods to maintain instructional continuity (Hodges et al., 2020). TikTok emerged as one of the platforms utilized for informal learning.

Despite its growing popularity, research on the use of TikTok in Islamic Religious Education remains limited. Most existing studies focus on general education or other subjects. This gap highlights the need for further investigation into its application in PAI contexts (Creswell, 2014).

This study aims to address this gap by analyzing the utilization of TikTok as a learning media in Islamic Religious Education for Generation Z students. It seeks to explore how the platform is used, its impact on learning quality, and the challenges encountered in its implementation.

The significance of this research lies in its potential to provide insights for educators in developing innovative teaching strategies. By understanding the strengths and limitations of TikTok, teachers can design more effective and engaging learning experiences (Garrison & Vaughan, 2008).

Additionally, this study contributes to the broader discourse on digital transformation in education. It emphasizes the importance of adapting teaching methods to meet the needs of modern learners while maintaining educational values (Selwyn, 2016).

The specific objectives of this study are: (1) to analyze the implementation of TikTok in Islamic Religious Education; (2) to examine its impact on student

engagement and learning outcomes; (3) to identify challenges faced by teachers and students; and (4) to propose strategies for effective utilization.

In conclusion, the integration of TikTok into Islamic Religious Education represents a promising yet complex innovation. With proper guidance and strategic implementation, TikTok can serve as an effective tool to enhance learning experiences for Generation Z students.

B. Research Methodology

This study applied a qualitative approach to examine the use of TikTok as a learning medium in Islamic Religious Education (IRE) among Generation Z students. The qualitative method was selected because it enables a comprehensive exploration of participants' experiences, meanings, and interpretations regarding the integration of social media into the learning process (Creswell, 2014). This approach is suitable for capturing the dynamic interaction between technology, pedagogy, and student engagement.

The research design adopted in this study was a phenomenological case study. This design focuses on understanding participants' lived experiences in using TikTok as part of their learning activities (Moustakas, 1994). By emphasizing participants' perspectives, the study aimed to uncover how TikTok influences students' understanding of Islamic values and learning motivation.

The study was conducted in a school environment where TikTok has been informally or formally integrated into Islamic Religious Education. The participants consisted of Islamic education teachers and Generation Z students who actively engaged with TikTok content related to learning. A purposive sampling technique was employed to select participants who had relevant experiences, ensuring that the data obtained were rich and meaningful (Patton, 2015).

Data were collected through semi-structured interviews, participatory observation, and digital content analysis. Semi-structured interviews allowed participants to express their views openly while maintaining a focus on research objectives. Participatory observation was conducted by observing how TikTok was used during or outside

classroom activities. Additionally, digital content analysis was carried out on selected TikTok videos used as learning materials to evaluate their relevance and educational value (Krippendorff, 2018).

The research instruments included interview guides, observation checklists, and content analysis frameworks. These instruments were designed to examine key variables such as student engagement, comprehension of Islamic teachings, creativity, and the alignment of content with Islamic values. The use of multiple instruments strengthened the depth and accuracy of the data collected (Merriam & Tisdell, 2016).

Data analysis was conducted using thematic analysis techniques. The researcher systematically identified patterns and themes from the collected data, including coding, categorizing, and interpreting meanings (Braun & Clarke, 2006). This process enabled the researcher to develop a comprehensive understanding of how TikTok contributes to learning effectiveness and what challenges emerge in its implementation.

To ensure the validity and reliability of the findings, this study applied trustworthiness criteria, including credibility, transferability, dependability, and confirmability. Credibility was ensured through triangulation of data sources and member checking. Transferability was achieved by providing detailed contextual descriptions, while dependability and confirmability were maintained through consistent documentation and audit trails (Lincoln & Guba, 1985).

Ethical considerations were strictly observed throughout the research process. Participants were informed about the purpose and procedures of the study and provided informed consent before participation. Confidentiality and anonymity were guaranteed, and all TikTok content analyzed was used responsibly, ensuring that it adhered to ethical standards and respected Islamic educational values (Orb et al., 2001).

C. Results and Discussion

The findings of this study indicate that the utilization of TikTok as a learning medium in Islamic Religious Education (IRE) has a significant impact on student engagement among Generation Z learners. Based on observations, students showed higher levels of participation when learning materials were delivered through short and

visually appealing videos. This aligns with previous research highlighting that social media-based learning environments can increase student involvement (Greenhow & Lewin, 2016).

One of the most prominent results is the increase in students' learning interest. Participants expressed that TikTok content is more engaging compared to conventional teaching methods. The use of music, animation, and storytelling in short videos creates an enjoyable learning atmosphere, which supports intrinsic motivation (Deci & Ryan, 2000).

In terms of comprehension, students reported that short-form video content helped them understand Islamic concepts more easily. Complex topics such as akidah and akhlak were simplified into concise and relatable explanations. This supports Mayer's (2009) multimedia learning theory, which suggests that combining visual and auditory elements enhances understanding.

Furthermore, the interactive nature of TikTok encourages active learning. Students are not only passive viewers but also content creators. They produce their own videos related to Islamic teachings, which strengthens their cognitive engagement and knowledge construction (Vygotsky, 1978). This participatory learning approach reflects constructivist principles.

The findings also reveal that TikTok promotes creativity among students. They are encouraged to present Islamic values in innovative ways, such as storytelling, role-playing, and short dramatizations. Creativity is an essential component of 21st-century skills and contributes to deeper learning experiences (Trilling & Fadel, 2009).

Another significant finding is the improvement in peer collaboration. Students often work in groups to create TikTok content, fostering teamwork and communication skills. Collaborative learning has been shown to enhance critical thinking and problem-solving abilities (Johnson & Johnson, 2009).

However, despite these positive outcomes, several challenges were identified. One major concern is the potential for distraction. TikTok is primarily an entertainment platform, and students may be tempted to access non-educational content during

learning activities (Omar & Dequan, 2020). This can reduce learning effectiveness if not properly managed.

In addition, the issue of content accuracy is particularly critical in Islamic Religious Education. Not all TikTok content is reliable or aligned with authentic Islamic teachings. Teachers must play an active role in filtering and validating content to ensure its appropriateness (Rahman, 2018).

Another challenge is the varying level of digital literacy among students. While most Generation Z students are familiar with technology, not all possess the skills to critically evaluate digital content. This finding emphasizes the importance of digital literacy education (Redecker, 2017).

The role of teachers in this context is crucial. Teachers act as facilitators who guide students in using TikTok responsibly and effectively. They must design structured learning activities that integrate TikTok while maintaining educational objectives (Garrison & Vaughan, 2008).

The study also found that TikTok supports informal learning. Students often access educational content outside the classroom, which extends learning beyond formal settings. Informal learning environments can complement formal education and enhance knowledge acquisition (Selwyn, 2016).

From a motivational perspective, TikTok-based learning increases students' enthusiasm and reduces boredom. The dynamic and interactive nature of the platform creates a more engaging learning experience. This finding is consistent with research on gamified and media-rich learning environments (Deterding et al., 2011).

However, the short duration of TikTok videos can also be a limitation. While brevity makes content accessible, it may oversimplify complex religious concepts. Teachers need to provide additional explanations to ensure comprehensive understanding (Mayer, 2009).

Another important finding relates to the integration of Islamic values. TikTok can be used as a medium to promote moral and ethical behavior when content is designed appropriately. This aligns with the goals of Islamic education in shaping students' character (Al-Attas, 1991).

The study also highlights the importance of contextual relevance. TikTok content that reflects students' daily lives and experiences is more effective in conveying Islamic teachings. Contextual learning helps students connect theoretical knowledge with real-life applications (Brown et al., 1989).

Institutional support is another key factor influencing the success of TikTok-based learning. Schools that provide clear guidelines and training for teachers and students experience better outcomes. Organizational readiness is essential for integrating digital tools into education (Selwyn, 2016).

Moreover, parental involvement plays a supportive role in ensuring appropriate use of TikTok. Parents can monitor and guide students' online activities, reinforcing positive learning behaviors at home (Epstein, 2011).

The findings also suggest that TikTok can be integrated into blended learning models. Combining TikTok-based activities with traditional classroom instruction can enhance learning effectiveness. Blended learning approaches provide flexibility while maintaining academic rigor (Graham, 2013).

In discussing these results, it is evident that TikTok offers both opportunities and challenges in Islamic Religious Education. Its effectiveness depends on how it is utilized and integrated into the learning process. Technology alone cannot guarantee improved learning outcomes without proper pedagogical strategies (Biggs & Tang, 2011).

Furthermore, continuous evaluation and adaptation are necessary to address emerging challenges. Educators must remain responsive to students' needs and technological developments. Reflective practice is essential for improving teaching effectiveness (Schön, 1983).

In conclusion, the use of TikTok as a learning medium in Islamic Religious Education has the potential to enhance student engagement, creativity, and understanding. However, its successful implementation requires careful planning, teacher guidance, and institutional support to ensure that it contributes positively to meaningful learning outcomes.

D. Conclusion

This study concludes that the utilization of TikTok as a learning medium in Islamic Religious Education (IRE) presents significant potential to enhance the quality of learning among Generation Z students. The findings demonstrate that TikTok contributes positively to student engagement, motivation, and comprehension through its short, interactive, and visually rich content format. By enabling students to both consume and produce educational content, TikTok fosters active participation, creativity, and collaborative learning, which are essential components of 21st-century education.

However, the study also identifies several critical challenges that must be addressed to ensure effective implementation. These include the risk of distraction due to the entertainment-oriented nature of the platform, concerns regarding the accuracy and appropriateness of religious content, and disparities in digital literacy among students. Furthermore, the brevity of TikTok videos may lead to oversimplification of complex Islamic concepts if not supported by deeper instructional guidance. These findings emphasize that the effectiveness of TikTok is not inherent in the technology itself but depends largely on pedagogical design and the role of teachers as facilitators.

Therefore, this study underscores the importance of a balanced and strategic approach in integrating TikTok into Islamic Religious Education. Educators and institutions are encouraged to develop structured learning frameworks, provide digital literacy training, and ensure alignment with Islamic values and educational objectives. Future research is recommended to explore quantitative impacts and long-term outcomes of TikTok-based learning. With proper guidance and continuous evaluation, TikTok can serve as an innovative and meaningful tool in advancing Islamic education in the digital era.

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