TikTok as a Learning Media for Islamic Religious Education for the Millennial Generation
(Case Study at Dinamika University, Surabaya)

[1]Muhamad Basyrul Muvid, [2]M. Sahibuddin, [3]Siti Masiroh, [4]Isroiyah

[1]Universitas Dinamika Surabaya,
[2]Universitas Islam Madura Pamekasan,
[3]Kemenag Kabupaten Lamongan,
[4]MA. As-Syafi'iyah Wates Tanggulangin Sidoarjo Jatim
[*]*Korespondensi Author: muvid@dinamika.ac.id*

ABSTRACT
The development of technology is increasing rapidly, TikTok social media is one of the trending media, so it has a significant influence on the younger generation. The purpose of this study is how TikTok becomes a medium of PAI learning for the younger generation, especially in universities, which hopes to help the effectiveness of student learning, provide new experiences, and new knowledge and be able to provide confidence to students in expression, discussion and questions and answers on TikTok. The research method used is qualitative with a case study approach, namely at Dinamika University Surabaya, with the object of research being students who take Islamic Religion classes, data collection techniques using observation, interviews, and documentation, then data analysis techniques using induction and interpretation. The results found are that TikTok can be used as a medium for teaching Islamic religious education for students, because it has an impact on the effectiveness of learning in the classroom, students are given flexibility in exploring so that they can be more extensive in providing responses, views, questions and answers and conclusions on the material being discussed, of course still with the supervision and control of the lecturer so that the substance of the material can stay on track not to get out of the proper path. TikTok media provides a wider opportunity for students to learn and discuss, experience and competence.
Keywords: TikTok, Media, Learning, PAI, Millennial Generation

A. INTRODUCTION

TikTok is a social media that is now trending in the virtual world, various news and information are presented easily and quickly. The ease of access and sharing is a way for information to spread and eventually go viral, including video clips. In the context of digital age education, the TikTok media is an option, the right alternative as a learning platform for the millennial generation. This is as several studies have concluded that TikTok is an effective medium in learning design (Pranoto & Erna, 2021), drama (Fatimah, et.al, 2021), literature (Aji & Setiyadi, 2020), maharah kalam (Taubah & Hadi, 2020), the culinary industry (Dewa & Safitri, 2021), and other learning including the religious field; Islam (Nadiyah, 2021). This confirms that TikTok social media can be an alternative for online learning (Ramdani, et.al, 2021).

TikTok provides various facilities that can be utilized towards learning as a positive step to educate the younger generation better, and efforts to familiarize the use of technology in a productive direction, so that it can inspire their imagination, creation, and innovation. As explained by Suminar (2019), digital media must be utilized in a positive direction as a step to utilize reason and knowledge to create and advance. Then in line with the study of Ramadhan (2020), that the role of technology including TikTok can also be utilized for the teaching and learning process. However, the wrong (inappropriate) use of technology can also have an impact on mischief that can affect attitudes, lifestyles and actions that lead to more negative things.

The development of technology with its various features and sophistication can advance human life and provide convenience for all their activities. The developments that occur must be utilized to the fullest. Therefore, Sufistic ethics must also be promoted as a reinforcement to form noble characters during technological developments (Muvid, 2020). In addition, ethical values (morals) in the learning process everywhere must be at the forefront even though the learning concept is technology-based. This is a step to continue to control learning with various variations and approaches (Tanyid, 2014). Islamic religious education (PAI) learning which materially does contain studies about Islam ranging from the Qur'an, hadith, akidah, fiqh, history of Islamic civilization and so on which must indeed be maintained both in the use of learning media, methods, evaluation, approaches and strategies, so that there is a balance and continuity between the learning tools used with the material being taught; being discussed (Khusnan, 2011).

Therefore, TikTok can be used as a learning media with some terms and conditions so that it still leads to the objectives of PAI itself. This means that teachers (lecturers) cannot just let go

without directing and controlling the use of TikTok as a learning medium (Setiawati, 2023). TikTok can also be a new problem for the millennial generation (students) if it is misused to something that is not useful, because in fact the issues and information that exist cannot be blocked just like that. The role of Islamic religious education in this case also needs to further educate students so that they can be wise in social media (Renanda, 2022).

TikTok currently occupies a strategic position among young people; students, so this phenomenon must be guarded and directed towards constructive, positive, and innovative things. In addition, the role of lecturers as teachers must also provide many short videos to be published on TikTok media, on the one hand to present Islamic content, on the other hand to become a source of reference; positive information for "netizens" so that these shows can be a reminder, advice, and guidance in a better direction, as well as a counterweight to videos that are less useful.

The problem that is often faced is that the implementation of PAI learning is conventional, PAI teachers or lecturers focus more on classical methods, lectures and rely on texts (Fahruddin, 2021; Rohmat, 2014; Hamid & Hadi, 2020). In the real world, students today prefer to listen to short videos, rather than reading journal texts or books (Ammy, 2020; Rahmawati, et.al, 2023). Listening to lectures from lecturers also sometimes makes them tired; bored and even sleepy. In contrast to when they are told to observe a video and there, they can ask questions; comment so that there is an indirect discussion (by online), one of which is through TikTok media (Setiadi, et.al, 2019; Firamadhina & Krisnani, 2020). This can psychologically increase the enthusiasm for learning and educate them to use technology as a learning resource not limited to entertainment alone (Sarbini, S. 2023).

Thus, it is necessary to conduct an in-depth study related to the use of TikTok social media as a medium for learning Islamic religious education for students who are hamble, easily accessible, open, and not monotonous. By using TikTok media as a learning resource, it is hoped that it can help students' understanding, achievement, and motivation for the world of science, especially Islamic religious knowledge as the basis for the formation of their character in the future for a better life. And a medium for students to create, explore and work by campaigning for friendly and peaceful Islamic values. This is a differentiator from previous studies, which only focus on how the use of TikTok social media for PAI learning as studied by Setiwati (2023) which focuses on how to learn on TikTok social media. Nadiyah (2021) whose research focuses on the utilization of the TikTok application as a medium for MTS level learning. Meanwhile, Izzatul Iffah's study

(2023) focuses on how junior high school students can utilize TikTok media to learn PAI. Then, Bayan's research (2022) only describes TikTok social media as a learning resource.

B. LITERATURE REVIEW

1. Technology-based Learning Media

Technology-based learning media is teaching media that is supported by technological facilities that are connected to the internet or data packages (Sitepu, 2022). One form of technology-based learning media is TikTok media, it is a digital-based social media, the utilization of which must use a data package or wifi or internet. TikTok is not only a social media source, but also a source of information and learning media (Asyari, & Mirannisa, 2022). Its free access nature plus interesting features make TikTok a place for expression and sharing information, including science. Learning media occupies an important position in the world of education because it is an intermediary or messenger (knowledge) from lecturers to students (Baharun, 2016).

2. TikTok as Digital Learning Media

TikTok as a form of social media is quite a trend in the digital age. TikTok is a digital learning media that can attract student sympathy in the learning process so that TikTok becomes an alternative and interactive learning media (Ramdani, et.al, 2021). Ramadhan's research (2020) explains that through the TikTok platform the virtual world is crowded and TikTok is the most favorite social media, with its existence it can be used for learning, especially learning Arabic, introducing Arabic through TikTok is new and can educate the younger generation without coercion. The existence of TikTok as a digital learning media is proof that the flexibility and ease of access and features are an attraction for the younger generation to use it (Devi, 2021).

3. Constructivistic Theory

Constructivistic theory is a theory based on the paradigm of rebuilding the way of thinking in a more useful direction. Constructivism as a theory in philosophy that aims to build a way of thinking to build a more cultured modern way of life (Cahyo, 2013). In explanation, constructivism means a theory that is constructive, building in the sense of ability, understanding, and creativity in learning, with a constructive paradigm expected to be able to mobilize the imagination, innovation, creation, and productivity of students in the world of knowledge (Suparlanm 2019). Supardan's research (2016) explains that

constructivism is an approach that is quite popular and is developing in current learning practices.

C. RESEARCH METHODS

This article uses a type of qualitative method with a case study approach. A case study is a detailed examination of a setting or one person or one document storage or a particular event (Bogdan & Biklen, 2007). Case study researchers focus on programs, events, or activities that involve individuals rather than groups (Stake in Creswell, 2012: 465). Case studies are in-depth explorations of limited systems based on data collection (Creswell, 2008). Case studies teach researchers to study cases with the aim of getting patterns so that it can be concluded why the case occurred (Hamzah, 2019). Data collection techniques through observation, interviews and documentation related to TikTok as a medium of PAI learning for the Millennial Generation which will be addressed to students at Universitas Dinamika, Surabaya as the research object in this study. Furthermore, the data analysis technique uses induction (Nazir, 2005), and interpretation (Bungin, 2001), to conclude various facts obtained into findings which are later analyzed, described, and interpreted with the support of various reference sources, theories, and so on to find valid results.

D. RESULTS AND DISCUSSION
1. Results

The findings from various data collections can be presented as follows:
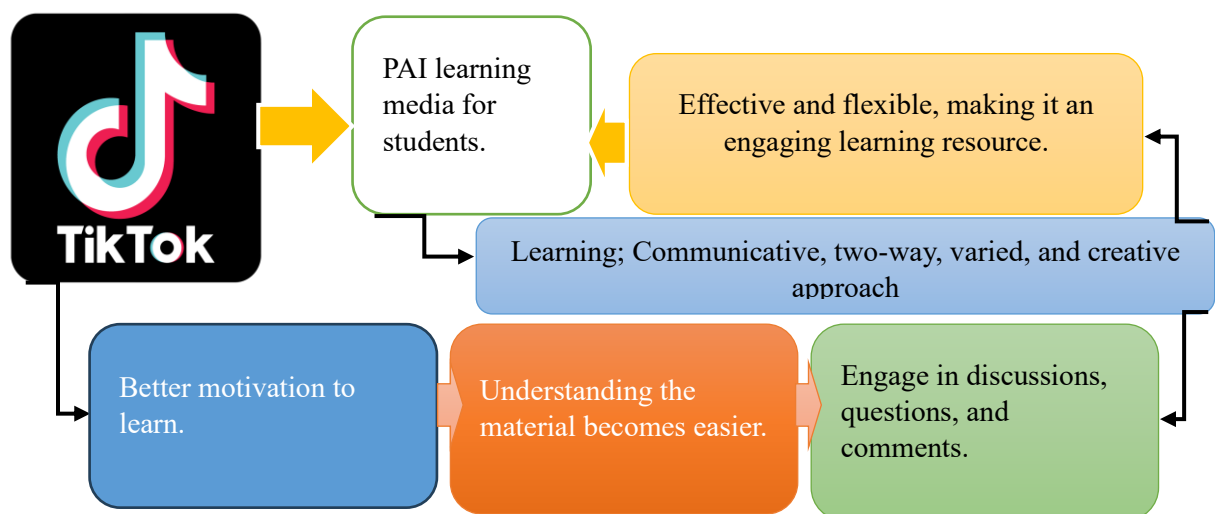
Picture 1: Concept Map of TikTok as a Learning Media for Islamic Education.
Source: Researcher's Process (https://vt.tiktok.com/ZSLrERKWr/)

The documentation and observations above are reinforced by several statements from students that: "TikTok media is able to provide a source of religious information needed by the

younger generation today, so that they can get new knowledge." (Interview; Dwi Cahyo). This was further reinforced by Heppy Putri Agustin: "TikTok can be a source of information about religion that is communicative and educational." (Interview; Heppy). In line with Fandi Ardiansyah: "Religious videos circulating on TikTok are information to increase our religious knowledge and insight, so that we can choose and distinguish between good and bad." (Interview; Fandi). Furthermore, Rizkiy Adi Pahlevi concluded that:

> "TikTok is a trend for young people today, so the existence of religious videos is needed so that young people can absorb religious knowledge and become a fortress so that they do not easily fall into the valley of sin and negativity. It is hoped that there will be more creative content and religious advice on TikTok to enlighten the minds of young people, so that TikTok can truly become a medium for learning religious knowledge for the younger generation; millennials." (Pahlevi, interview).

2. Discussion

Based on the findings above, an in-depth analytical study (discussion) is needed as an effort to provide interpretations, explanations, and conclusions by referring to various scientific sources. In the context of the above findings, TikTok is an interesting learning media for students in understanding the material presented in audio visual (video) so that they can listen, see, comment, and discuss in it, plus the video display on TikTok is not long so it does not give the effect of boredom. This is, as some studies explain, that TikTok media has features that can be directed to learning resources for students or students, which can make it easier for them to understand learning materials (Ayuningtyas, et.al, 2022; Ramdani, et.al, 2021; Puspitasari, 2021). Another study states that TikTok media which is a source or learning media can be concluded that children learn casually or play while learning, this psychologically helps students; students activate sensory, motor nerves in addition to cognitive and psychomotor so that everything runs and is sustainable (Devi, 2021; Putri, 2022; Luisandrith & Yanuartuti, 2020).

In constructivistic theory, students are educated to be able to observe, respond (comment), explain and present well (Sundawan, 2016). Presentations are made as reinforcement and proof that students have listened carefully, understand, and understand the material presented in the video. If this is drawn into the learning model, it is closer to the active learning model which focuses on student independence; students in learning (Effendi, 2016), independent in the sense that it leads to their activeness, so that learning can run effectively, besides that they get an impressed learning experience (observation, presentation), so that behavioristic theory (Nahar,

2016) can form the character of responsibility, confidence and mutual respect for the opinions of others.

The description above confirms that learning media sourced from the world of technology (TikTok video) has an impact on many sides, both on learners; students, lecturers, and concepts; the learning model. For students, the TikTok media gives them a special attraction in learning, so that they can be enthusiastic and relaxed in understanding the material presented (Partiwi, et.al., 2021; Xiuwen & Razali, 2021). For teachers, lecturers can help them to be freer in informing material to other media (TikTok) as a form of teaching independence so that their teaching variations are more colorful (Yang, 2020), where it can improve the pedagogical aspects of the lecturer (Escamilla-Fajardo, 2021; Vizcaíno-Verdú, & Abidin, 2023). Then, for the concept or learning model, it makes it more flexible and dynamic, meaning that learning by TikTok is a solution to distance learning models, especially during Covid-19 yesterday (Putri, 2021; Hamzah, et.al, 2021), including the learning model for Islamic religious education. This means that TikTok can also be a medium for Islamic learning to provide various information, knowledge, and material about religion for students (Maulida, et.al, 2021; Saputra & Hilmi, 2023; Fernando, et.al, 2023).

This makes it clear that TikTok media can be a good learning media for students, besides that students can post short videos about conclusions or brief explanations of the material that has been obtained by TikTok. This means that TikTok is not only a medium for lecturers to provide material, but students can also provide feedback on the material with TikTok videos as part or stages of their presentation indirectly (Ghozali, et.al, 2022). From here it can be understood that social media can be a medium for learning including about Islam (Mudrikah, 2022), by utilizing TikTok as a learning resource; learning media in accordance with the model or lifestyle of generation Z, it can psychologically make it easier for them to learn (Rochmah, 2022). In other words, interesting media or learning tools can affect students' interest, motivation, and level of understanding; teenagers, so the selection of TikTok social media is very appropriate.

Utilization of TikTok media as a source of learning and discussion as a form of controlling and managing TikTok media in a better direction. TikTok media with all its features and advantages must be utilized more positively to reduce misuse that can have a negative impact on the younger generation (Masbur, M. 2023). TikTok must be used as a powerful medium to develop student competence, creation, and innovation; the younger generation to be confident, skillful, and good at expressing themselves well as a step to encourage and motivate others. This can indirectly have

a positive effect on other young people; therefore, lecturers or teachers must encourage their students to use TikTok media in a positive direction, not merely as users (consumers), but also even as producers (who are able to provide content about science).

The above analysis is a continuation of TikTok as a medium for PAI learning for students, meaning that students do not only stop at seeing and discussing the material shared by lecturers on TikTok, but must also be able to explore their knowledge, views, or creative ideas on TikTok, especially in upholding Islamic ethics and straight and moderate religious motivation. As the study of Firmansyah, E., Tobroni, T., & Romelah, R. (2023), states that social and religious culture must be a serious concern for young people to minimize extreme understanding and violence in the world of adolescents which still often occurs. With the TikTok media, this can be campaigned by students so that it can become a learning medium for others.

The findings of this study, which have been discussed previously, confirm that students can effectively conduct learning and discussion through TikTok media by first posting learning materials or videos, so that the teaching and learning process is more conducive and directed. In addition, there is affirmation and conclusions from the lecturer on the material being discussed or discussed, so that students remain directed as a step to keep them from inaccurate conclusions that will have fatal consequences.

This is emphasized by Pebirawati (2023) in her research she mentioned that the use of technology towards learning is good, but ethical and religious values must be echoed to students to stay in a good position, and as a step to strengthen their faith so that they can avoid understanding or movements that are less in accordance with the spirit of Islam. PAI as a subject in higher education is very important to oversee the scientific and religious development of students, during their increasingly widespread association. In line with Renanda's research (2022) that students give a positive response to the use of TikTok as a learning medium because experientially it helps their understanding in learning and the noble values in TikTok impressions provide enthusiasm and knowledge about knowledge that is very important in their lives and future.

In Afendi's research, et.al (2023) also confirmed that TikTok can be used as an innovative learning media in the digital era, of course this fast modern era, the world of education must adjust, provide something new to students so that in learning they have many new experiences, not only experience in the classroom by listening to the teacher's explanation, but can be strengthened to learn more on TikTok social media, so they can explore further.

The explanation above shows that TikTok is not only used as a learning medium, but also as a medium of exploration that can continue to benefit other young people. This cannot be separated from the function of the media, namely as a forum for expression, exchanging information, ideas, and sharing, and as a place to explore. In this context, TikTok media must be decorated with educational content that is bound by noble religious and ethical values. This is what is also emphasized in this research, not only limited to being a learning media that has no reciprocity and progress. How TikTok becomes a fun learning media for PAI and can be utilized for further use as a forum for student expression and exploration, in other words, they can become content creators who can become a magnet for other young generations (Mardhani, et.al, 2021; Parhan, et.al, 2022; Simarmata, et.al, 2023).

This is research by Carolin, et.al. (2023), that the younger generation must be able to have a positive impact on other young people, because it is also a powerful way to instill character values for the younger generation. Being a humanist, ethical and religious content creator can contribute positively to cyberspace, so that negative displays or influences in the virtual universe can be minimized, which if left unchecked can also affect the character and lifestyle of the younger generation as the successor to this nation's development (Bulele, 2020; Pamungka, et.al, 2022).

Thus, it can be understood that TikTok media can be an effective medium for PAI learning and can also be further utilized as a forum for expression and further exploration while still upholding strong religious principles and noble ethical values. Students as agents of change must be prepared to become content creators in addition to social media viewers, with their role expected to influence other young people to be more characterized, love knowledge and enthusiasm in learning and obeying the straight religious commandments.

E. CONCLUSION

From the explanation above, it can be concluded that the use of TikTok as a medium for PAI learning for the younger generation, especially in universities, is very helpful for the effectiveness of student learning, providing new experiences, and new knowledge as well as being able to provide confidence to students in expression, discussion and question and answer in TikTok. Students are given flexibility in exploring so that they can be more extensive in providing responses, views, questions and answers and conclusions on the material being discussed, of course still with the supervision and control of the lecturer so that the substance of the material can stay on track and not get out of the proper path.

TikTok media provides a wider opportunity for students to learn and discuss, the experience and competence gained can be an asset for creativity, innovation, and expression. Then, this study found that Islamic learning can be packaged with various variations and approaches, not necessarily a rigid and serious material or lesson that can make students monotonous or afraid. Islamic learning must adapt to the context of the times and the development of existing technology, one of which is by utilizing TikTok social media.

REFERENCES

Afendi, A. R., Fauziyah, N., Saputra, M. R., & Kamaria, K. (2023). "Pemanfaatan Aplikasi Tiktok dalam Mata Pelajaran PAI sebagai Media Pembelajaran Inovatif Era Digital." *Borneo Journal of Islamic Education* 3, (1).

Aji, W. N., & Setiyadi, D. B. P. (2020). Aplikasi Tik Tok sebagai media pembelajaran keterampilan bersastra. *Metafora: jurnal pembelajaran bahasa dan sastra*, *6*(1), 147-157.

Ammy, P. M. (2020). Analisis motivasi belajar mahasiswa menggunakan video pembelajaran sebagai alternatif pembelajaran jarak jauh (PJJ). *Jurnal Mathematic Paedagogic*, *5*(1), 27-35.

Asyari, A., & Mirannisa, M. (2022). Pengaruh Media Sosial TikTok terhadap Minat Belajar Siswa MA Miftahul Ishlah Tembelok. *ISLAMIKA*, *4*(3), 421-432.

Ayuningtyas, F., Cahyani, I. P., & Purabaya, R. H. (2022). Edukasi Penggunaan Media Sosial TikTok sebagai Media Pembelajaran di SDIT Attasyakur. *Cendekia: Jurnal Pengabdian Masyarakat*, *4*(1), 25-31.

Baharun, H. (2016). Pengembangan media pembelajaran pai berbasis lingkungan melalui model assure. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, *14*(2), 231-246.

Bayan, N. (2022). Pendidikan Agama Islam Berbasis Media Aplikasi Tik Tok. *Online Thesis*, *16*(1).

Bogdan, R.C., & Biklen, S.K. 2007. *Qualitative Research in Education*. Boston: Allyn and Bacon.

Bulele, Y. N. (2020, November). Analisis fenomena sosial media dan kaum milenial: studi kasus tiktok. In *Conference on Business, Social Sciences and Innovation Technology* (Vol. 1, No. 1, pp. 565-572).

Bungin, Burhan. (2021). *Metode Penelitian Kualitatif*. Jakarta: Raja Grafindo Persada.

Cahyo, Agus N . (2013). *Panduan Aplikasi Teori-Teori Belajar Mengajar Teraktual Dan Terpopuler* Yogjakarta, Divapres.

Carolin, I., Victoria, G. D., Dina, S., & Nastain, M. (2023). Pengaruh Penggunakan New Media Tiktok Terhadap Pembentukan Konsep Diri Generasi Muda Indonesia 2022. *Jurnal Ilmu Komunikasi dan Media Sosial (JKOMDIS)*, *3*(1), 35-40

Creswell, J.W. (2008). *Research Design Qualitative, Quantitave, and Mixed Methods Approaches*. California: Sage Publication.

Creswell, J.W. (2012). *Educational Reseacrh Planning, Conducting, and Evaluating Quantitave and Qualitative Research*. Boston: Pearson Education.

Devi, A. A. (2021). Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran. *Jurnal Teknologi Pendidikan*, *1*(1), 1-5.

Devi, A. A. (2021). Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran. *Jurnal Teknologi Pendidikan*, *1*(1), 1-5.

Dewa, C. B., & Safitri, L. A. (2021). Pemanfaatan Media Sosial Tiktok Sebagai Media Promosi Industri Kuliner Di Yogyakarta Pada Masa Pandemi Covid-19 (Studi Kasus Akun TikTok Javafoodie). *Khasanah Ilmu-Jurnal Pariwisata Dan Budaya*, *12*(1), 65-71.

Effendi, M. (2016). Integrasi pembelajaran active learning dan internet-based learning dalam meningkatkan keaktifan dan kreativitas belajar. *Nadwa: Jurnal Pendidikan Islam*, *7*(2), 283-309.

Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *28*, 100302.

Fahrudin, F., Ansari, A., & Ichsan, A. S. (2021). Pembelajaran Konvensional dan Kritis Kreatif dalam Perspektif Pendidikan Islam. *Hikmah*, *18*(1), 64-80.

Fatimah, S. D., Hasanudin, C., & Amin, A. K. (2021). Pemanfaatan aplikasi tik tok sebagai media pembelajaran mendemonstrasikan teks drama. *Indonesian Journal Of Education and Humanity*, *1*(2), 120-128.

Fernando, H., Larasati, Y. G., & Cahyani, N. (2023). Being# Wanitasaleha: Representations of Saleha Women On Tiktok. *IAS Journal of Localities–IASJOL*, *1*(1), 1-17.

Firamadhina, F. I. R., & Krisnani, H. (2020). Perilaku generasi Z terhadap penggunaan media sosial TikTok: TikTok sebagai media edukasi dan aktivisme. *Share: Social Work Journal*, *10*(2), 199-208.

Firmansyah, E., Tobroni, T., & Romelah, R. (2023). Anthropology of Islamic Education as A Socio-Cultural-Religious Modernization Strategy in Alam Al-Kudus Islamic Boarding School. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(03).

Ghozali, M., Mursyid, A. Y., & Fitriana, N. (2022). Al-Qur'an (Re) Presentation in the Short Video App Tiktok: Reading, Teaching, and Interpretive. *Pertanika Journal of Social Sciences & Humanities*, *30*(3).

Hamid, A., & Hadi, M. S. (2020). Desain Pembelajaran Flipped Learning sebagai Solusi Model Pembelajaran PAI Abad 21. *QUALITY*, *8*(1), 149-164.

Hamzah, Amir (2021). *Metode Penelitian Kualitatif.* Malang: Literasi Nusantara.

Hamzah, R. H. B., Said, M. Z. B., & Supriadi, U. (2021). Dynamic analysis study: impact of tiktok applications on character education in covid-19 pandemic. *Religio Education*, *1*(2), 117-124.

https://vt.tiktok.com/ZSLrERKWr/, diakses pada 22-06-2023

Izzatul Iffah, - (2023). "*Pemanfaatan Konten Tiktok Sebagai Media Pembelajaran Pendidikan Agama Islam Di SMP.* (Skripsi: Universitas Pendidikan Indonesia).

Khusnan, A. (2011). Teknologi Pembelajaran Pai (Pendidikan Agama Islam) Dalam Paradigma Konstruktivistik. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, *4*(2), 154-167.

Luisandrith, D. R., & Yanuartuti, S. (2020). Interdisiplin: Pembelajaran Seni Tari Melalui Aplikasi Tik Tok Untuk Meningkatkan Kreativitas Anak. *Jurnal Seni Tari*, *9*(2), 175-180.

Madhani, L. M., Sari, I. N. B., & Shaleh, M. N. I. (2021). Dampak Penggunaan Media Sosial Tiktok Terhadap Perilaku Islami Mahasiswa di Yogyakarta. *At-Thullab: Jurnal Mahasiswa Studi Islam*, *3*(1), 627-647.

Masbur, M. (2023). Pengelolaan Media Pembelajaran Pendidikan Agama Islam. *Tarbiyatul Aulad*, *9*(01).

Maulida, S., Hasan, H., & Nur, S. (2021, September). Utilization of Tiktok Applications in Islamic Religion Learning. In *Proceedings of the 5th International Conference on Learning Innovation and Quality Education* (pp. 1-6).

Mudrikah, M. (2022). Morals of Social Media in Islamic Religious Guidance. *Journal of Teaching and Educational Management*, *1*(1), 75-83.

Muvid, M. B. (2020). *Pendidikan Karakter Dalam Dimensi Sufisme: Menguak Aktualisasi Nilai-Nilai Pendidikan Karakter dalam Ajaran dan Praktik Kaum Sufi Abad Global*. Tuban: Karya Litera Indonesia.

Nadiyah, D. L. (2021). Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran Akidah Akhlak Di MTS NU Banat Kudus. *Al-Riwayah: Jurnal Kependidikan*, *13*(2), 263-280.

Nahar, N. I. (2016). Penerapan teori belajar behavioristik dalam proses pembelajaran. *NUSANTARA: jurnal ilmu pengetahuan sosial*, *1*(1).

Nazir, Moh. (2005). *Metode Penelitian.* Bogor: Ghalia Indonesia.

Pamungka, E. R., Ichsan, Y., Yuliana, V., & Indriarti, T. (2022). Optimasi Tiktok Sebagai Media Dakwah Bagi Generasi Milenial. *Al Manam: Jurnal Pendidikan Dan Studi Keislaman*, 97-108.

Parhan, M., Khaerunnisa, A., Umar, M. S., & Hanifa, S. (2022). Pengaruh Penggunaan Aplikasi Tiktok Sebagai Media Dakwah di Kalangan Mahasiswa Muslim UPI. *HIKMAH: Jurnal Ilmu Dakwah Dan Komunikasi Islam*, *16*(1), 113-30.

Pebirawati, T. W. (2023). Etika Komunikasi Islam Dalam Dakwah Koh Dennis Lim Di Media Sosial Tiktok. *Al-INSAN Jurnal Bimbingan Konseling dan Dakwah Islam*, *3*(2), 48-62

Pranoto, I., & Agraini, E. (2021). Aplikasi Tik Tok: Pengembangan Media Pembelajaran Perkuliahan Desain Dwimatra Prodi Sendratasik Universitas Palangka Raya. *Journal Pendidikan Ilmu Pengetahuan Sosial*, *13*(2), 167-174.

Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, March). Utilizing TikTok application as media for learning English pronunciation. In *International Conference on Education of Suryakancana (IConnects Proceedings)*.

Puspitasari, A. C. D. D. (2021). Aplikasi Tiktok Sebagai Media Pembelajaran Jarak Jauh Pada Mahasiswa Universitas Indraprasta PGRI. *Jurnal Educatio FKIP UNMA*, *7*(3), 1127-1134.

Putri, R. P. (2021, September). Tiktok as an Online Learning Media During a Pandemic. In *6th International Conference on Education & Social Sciences (ICESS 2021)* (pp. 282-287). Atlantis Press.

Putri, S. N. (2022, May). Tiktok (Alternatif Media Pembelajaran Bahasa Di Kalangan Mahasiswa). In *Prosiding Seminar Nasional Inovasi Pendidikan*.

Rahmawati, D., Basuki, B., Purnamasari, E., Ruhiat, Y., & Nulhakim, L. (2023). The Potency of The Google Classroom Application In Enhancing PAI Learning in SMP Negeri 20 Kota Tangerang During The Covid-19 Pandemic. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(03).

Ramadhan, R. (2020). Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Arab Baru Dizaman Digital. *Multaqa Nasional Bahasa Arab*, *3*(1).

Ramdani, N. S., Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial tiktok sebagai media pembelajaran dalam pembelajaran daring. *Akademika: Jurnal Teknologi Pendidikan*, *10*(02), 425-436.

Ramdani, N. S., Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial tiktok sebagai media pembelajaran dalam pembelajaran daring. *Akademika: Jurnal Teknologi Pendidikan*, *10*(02), 425-436.

Renanda, S. Z. (2022). *Persepsi Mahasiswa Pai Terhadap Aplikasi Tiktok Sebagai Media Pembelajaran PAI* (Doctoral dissertation, UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan).

Renanda, Siti Zuhra, (2022), "Persepsi Mahasiswa Pai Terhadap Aplikasi Tiktok Sebagai Media Pembelajaran PAI" (Skripsi: UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan).

Rochmah, N. H. (2022). Effectiveness Of Using The Tiktok Application As A Digital Dakwah Media For Generation Z (Study Of Tiktok Accounts@ Basyasman00). *QAULAN: Journal of Islamic Communication*, *3*(1), 55-73.

Rohmat, M. S. (2014). Kompetensi Guru PAI dalam Pembelajaran Berbasis Teknologi Informasi. *Religi: Jurnal Studi Islam*, *5*(2), 124-144.

Saputra, H., & Hilmi, D. (2023). The Use of Tiktok Based on Audiolingual Method in Arabic Learning at an Islamic Junior High School in Indonesia. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *11*(1), 13-24.

Sarbini, S. (2023). Challenging Ethics and Moral Education in The Age of Technology Among Student in Bandung. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(03).

Setiadi, E. F., Azmi, A., & Indrawadi, J. (2019). Youtube sebagai sumber belajar generasi milenial. *Journal of Civic Education*, *2*(3), 313-323.

Setiawati, L. (2023). Aplikasi Tiktok Sebagai Media Pemebelajaran Pai. *Educare: Jurnal Ilmu Pendidikan*, *2*(1), 25-33.

Simarmata, H. M. P., Saragih, D. Y., Pardede, H. D., & Simarmata, P. P. (2023). Meningkatkan Kreativitas Generasi Muda Pematang Siantar Dengan Workshop Menjadi Konten Kreator Di Media Sosial. *Sejahtera: Jurnal Inspirasi Mengabdi Untuk Negeri*, *2*(2), 186-193.

Sitepu, E. N. (2022). Media Pembelajaran Berbasis Digital. *Prosiding Pendidikan Dasar*, *1*(1), 242-248.

Suminar, D. (2019, May). Penerapan teknologi sebagai media pembelajaran pada mata pelajaran sosiologi. In *Prosiding Seminar Nasional Pendidikan FKIP* (Vol. 2, No. 1, pp. 774-783).

Sundawan, M. D. (2016). Perbedaan model pembelajaran konstruktivisme dan model pembelajaran langsung. *LOGIKA Jurnal Ilmiah Lemlit Unswagati Cirebon*, *16*(1).

Supardan, H. D. (2016). Teori dan praktik pendekatan konstruktivisme dalam pembelajaran. *Edunomic Jurnal Pendidikan Ekonomi*, *4*(1).

Suparlan, S. (2019). "Teori konstruktivisme dalam pembelajaran." *Islamika*, *1*(2), 79-88.

Tanyid, M. (2014). Etika dalam pendidikan: Kajian etis tentang krisis moral berdampak pada pendidikan. *Jurnal Jaffray*, *12*(2), 235-250.

Taubah, M., & Hadi, M. N. (2020). Aplikasi Tik Tok sebagai media pembelajaran maharah kalam. *Jurnal Mu'allim*, *2*(1), 57-65.

Vizcaíno-Verdú, A., & Abidin, C. (2023). TeachTok: Teachers of TikTok, micro-celebrification, and fun learning communities. *Teaching and Teacher Education*, *123*, 103978.

Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, *9*(7), 1439-1451.

Yang, H. (2020, June). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (Vol. 1, pp. 162-83).