

Tik Tok Application as A Learning Medium for Islamic Religious Education

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Received: November 2022 Accepted: December 2022 Published: January 2023

DOI: <https://doi.org/10.71392/ejip.v2i1.50>

Abstract: This study aims to explore the application of the TikTok application as a learning medium for Islamic Religious Education. This study uses a qualitative approach with a case study type. Data collection techniques were carried out through observation and interviews with grade VIII students who were the subjects of the study. The results of the study showed that the use of the TikTok application was able to increase the appeal of Islamic Religious Education learning through short video content that was presented creatively and relevant to students' lives. From a cognitive aspect, TikTok helps broaden students' insights into the Sirah Nabawiyah material. From an affective perspective, students showed interest and trust in religious content delivered by trusted figures in the video. Meanwhile, from a psychomotor aspect, students began to show changes in behavior that were more disciplined and participatory in learning activities. The implications of this study indicate that TikTok can be an innovative alternative in Islamic Religious Education learning, especially in presenting an approach that is in accordance with the characteristics of the digital generation. The use of social media such as TikTok is not only recreational, but can also be used productively to support educational goals, especially in shaping students' religious understanding and attitudes. Therefore, teacher training and policy development are needed that encourage the positive use of digital media in learning in schools.

Keywords – *TikTok, Learning Media, Islamic Religious Education*

Abstrak – Penelitian ini bertujuan untuk mengeksplorasi penerapan aplikasi TikTok sebagai media pembelajaran Pendidikan Agama Islam. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui observasi dan wawancara terhadap siswa kelas VIII yang menjadi subjek penelitian. Hasil penelitian menunjukkan bahwa penggunaan aplikasi TikTok mampu meningkatkan daya tarik pembelajaran PAI melalui konten video singkat yang disajikan secara kreatif dan relevan dengan kehidupan siswa. Dari aspek kognitif, TikTok membantu memperluas wawasan siswa terhadap materi Sirah Nabawiyah. Dari sisi afektif, siswa menunjukkan ketertarikan dan kepercayaan terhadap konten keagamaan yang disampaikan oleh tokoh-tokoh terpercaya dalam video. Sementara dari aspek psikomotorik, siswa mulai menunjukkan perubahan perilaku yang lebih disiplin dan partisipatif dalam aktivitas pembelajaran. Implikasi dari penelitian ini menunjukkan bahwa TikTok dapat menjadi alternatif inovatif dalam pembelajaran

PAI, terutama dalam menghadirkan pendekatan yang sesuai dengan karakteristik generasi digital. Penggunaan media sosial seperti TikTok tidak hanya bersifat rekreatif, tetapi juga dapat dimanfaatkan secara produktif untuk mendukung tujuan pendidikan, khususnya dalam membentuk pemahaman dan sikap keagamaan siswa. Oleh karena itu, diperlukan pelatihan guru dan pengembangan kebijakan yang mendorong pemanfaatan media digital secara positif dalam pembelajaran di sekolah.

Kata Kunci – *TikTok, Media Pembelajaran, Pendidikan Agama Islam*

INTRODUCTION

Era Globalization is currently one of the impacts of developments in the field of Information Technology (Wahid et al., 2021; Rozi et al., 2021). In line with the development of science and technology, especially in the field of education, currently the use of learning aids or media is becoming more widespread and interactive. This is because the proliferation of computers and the internet (Habibi & Zabardast, 2020; Humayun et al., 2021). To get around such rapid technological advancements, teachers do not have to be "hostile" and antipathic to it. Instead, they must be able to utilize this technology to improve the learning process which is expected to have a good impact on student learning outcomes. One of the things that teachers must have is technology literacy. Technological literacy in all things, so that there will be no more cases of underestimating teachers because teachers stutter technology (Mynaříková & Novotný, 2020).

Education is a social fact that forms habits or Action Every student who is part of the general needs in a society. This can be interpreted that education is an important need for society, especially school-age children (König et al., 2022; Saavedra & Prentice, 2023). The age of children, especially junior high school students who are always curious about something new. In fact, it is likened to a junior high school-age child like a sponge exposed to water, so junior high school students will be able to absorb new things that they do not know quickly and easily (Hutamy et al., 2021). In addition, adolescents are the phase where the child is experiencing a search for identity, so the behavior to be curious about something will be greater (Defoe et al., 2022).

Wrong One medium to find information about something that the child wants to know is the internet (Stoilova et al., 2020). One of the applications that is quota-friendly because the maximum duration of use is only about one minute and the creation of content can bring out creativity is Tik Tok. Tik Tok, which is widely used by the public, especially teenagers, is a short-content music video application developed by Toutiao from China (Feng et al., 2020).

Tik Tok has the advantage that students like by displaying interesting content and providing a forum for students who have the desire to make videos according to their desires (Ramdani & Hadiapurwa, 2021). Students can also access religious education. Such as the content of Islamic Religious Education which will always be integrated in every learning, both direct and indirect learning for the younger generation of Islamic students (Lafrarchi, 2020). Islamic Religious Education as a conscious effort, which is a guide, teaching, and/or

practice activity that is carried out in a planned and conscious manner for the goals to be achieved (Scott, 2021).

It can be known that there are still many Islamic Religious Education learning in schools that do traditional learning so that Islamic Religious Education learning often receives criticism about the way it is implemented which tends to be boring (Djazilan & Hariani, 2022). The learning media still uses traditional media. Such as relying only on student teaching materials as the only learning medium and not involving other creative media innovations. One of the learning methods that is still traditional and is still used today, namely; monotonous and static textual lectures, tend to be normative, independent of history, and increasingly academic, and teachers as experts (Vallée et al., 2020).

Based on the results of observation at Nurul Huda Junior High School, it is known that Islamic Religious Education learning still often uses conventional media. It is rare for Islamic Religious Education teachers to use IT-based learning media and other media. This reflects that the use of media that can develop students' interests and talents has not been presented. Therefore, technological sophistication and digitalization must be the leading channel for students to easily access materials and information. So that to overcome such student learning problems and to meet the demands of globalization, Nurul Huda Junior High School moves the Tik Tok application that is loved by students as a creative option for Islamic Religious Education learning.

Based on research Ramdani & Hadiapurwa, (2021) The results of the study show that the use of Tik Tok social media as a learning medium can increase the activeness and creativity of students in the online learning process. This research has the effect of making Tik Tok social media an interactive learning medium for educators and students in online learning. Other research from Putri et al., (2020) explained that the learning process during the Covid-19 pandemic experienced many obstacles, especially in the preparation of interesting learning media. So that the use of Tik Tok as a learning medium for PPKn is very helpful for teachers to explain the subject matter. Tik Tok is an alternative and attractive learning medium. This is in line with experiential learning (abstract conceptualization, concrete experience, active experimentation, and reflective observation). Broadly, the application can attract students' interest, creativity, and motivation while learning.

From some of the previous research findings above, both explain the use and usefulness of the Tik Tok application as a learning medium. However, this research is here to complement previous studies that describe the application and usefulness of the Tik Tok application which can also be applied to Islamic Religious Education, especially in Islamic Cultural History learning.

This research will be a new alternative for the world of Islamic education that not only relies on technological sophistication and digitalization as consumptive but can also be productive. This research focuses on examining the

application of learning with the use of the Tik Tok application as a learning medium for Islamic Religion.

RESEARCH METHOD

The research uses a qualitative approach. This type of research uses case studies. This research focuses on the use of the Tik Tok application as a Islamic Religious Education learning medium for Nurul Huda Badean Junior High School students. The respondents of this study were grade VIII students of Nurul Huda Badean Junior High School, Blimbingsari District, Banyuwangi Regency, East Java.

The data collection technique of this study is by observation and interviews. Data analysis starts from the presentation of the data as a whole, then simplified, with the collected data then classified and selected according to the theme, and the conclusion of this research is used as a research result.

RESULTS AND DISCUSSION

Learning Process

The learning process presented by Islamic Cultural History teachers for students is by providing time for students to access materials and information about the Sirah Nabi Saw. Initially, the teacher's learning process is presented with a core explanation of the learning material, then students can add and strengthen their material and understanding through the Tik Tok application. The time given to students to access relevant videos is 15 minutes.

Mrs. Kiki Fatmala explained that every student is allowed to bring and use their smart android according to the time given by the teacher. Then every video found and watched, students are required to write down the purpose and essence of the video. This is intended for students not only to see and hear, but also to be able to present in writing. Each student must present different information to each other and must present different resume results. So that teachers can see their persistence in absorbing information.

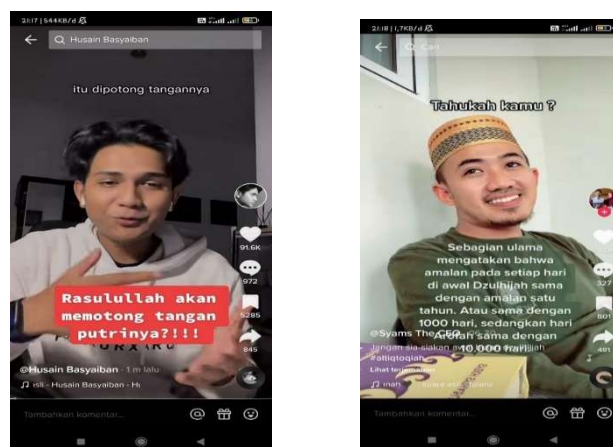


Figure 1. Examples of Videos Accessed by Tik Tok

In the image above, the explanation of religious knowledge is explained by millennial ustads using the Tik Tok application. The development of social media and industries in this 4.0 era, with the use of the Tik Tok application, a sense of competition has emerged. This is because the creations of each student can be accessed, observed, and even commented on by other students (Fitri et al., 2022). With this, it will be easier for teachers to motivate students to produce even better works (Herdiati et al., 2021).

As we know now in the Tik Tok application, many ustad and ustadzah have started to use the application to prosecute. This is because there are many users of the application ranging from children to adults. The features displayed are very exciting and easy to understand by every user. This of course makes it easier for teachers and students to access information together without any misunderstandings.

Use of the Tik Tok Application

Tik Tok as a learning medium can make it easier for educators to convey learning materials effectively. Educators can also create an interactive and fun learning atmosphere that certainly adjusts to the learning environment and the needs of students (Preston, 2021). In addition, the use of Tik Tok in online learning can train confidence in students with various approaches used by educators such as games or giving assignments in the form of making videos (Herdiati et al., 2021). In addition, the use of Tik Tok can increase students' creativity in developing videos with the various features that have been provided (Firamadhina & Krisnani, 2020). Tik Tok has characteristics that can hypnotize students in seeing videos that play repeatedly with various musical accompaniments (Bulele, 2020)

The use of Tik Tok in Nurul Huda Junior High School students is apparently carried out as much as 1 time a week, which is only carried out in SKI learning if the teacher is allowed to access the application. The use of this application is also carried out under the guidance and supervision of SKI teachers. The Principal of Junior High School, Nurul Huda, said that there are at least 4-5 times open internet access made by students every semester for each subject. To face globalization, the Nurul Huda Junior High School institution presents the courage to innovate and create in a learning style that is adaptive to public needs.

The Results of Tik Tok Media Use

Researchers found various facts that currently Tik Tok as a social media application is not only used as entertainment. Students are very interested in learning with the Tik Tok application. They do not feel bored with learning which usually makes them feel bored with learning Islamic Religious Education material. This is in line with the explanation of one of the students

"so far in participating in Islamic Religious Education learning in our classroom, the teacher only explains verbally, rarely using learning media that makes us enthusiastic about Islamic Religious Education subjects. But as long as we use this application that we love Tik Tok, we are not bored at all " (YN).

Researchers see that students' learning styles with the use of the Tik Tok application are able to build a wider imagination and insight for students. Not only that, in the affective aspect, students are better able to access information presented by several prominent informants who are different in each video, making it easier for them to believe that the information conveyed is guaranteed credibility. Meanwhile, in the psychomotor aspect, students can gradually apply every information absorbed into a more disciplined behavioral change as a student at school.

This study contributes to enriching the learning approach of Islamic Religious Education by presenting TikTok as an innovative media that suits the characteristics of the digital generation. Practically, this study provides an alternative learning strategy that is more interactive, creative, and relevant to students' interests, so as to increase their understanding and involvement in religious material. Theoretically, this study expands the scope of the use of social media in education, especially in the affective and psychomotor domains of students. These findings can be a basis for designing adaptive curriculum and teacher training based on digital technology.

CONCLUSION

The use of the TikTok application as a medium for learning Islamic Religious Education can increase students' interest, participation, and understanding, especially in the affective and psychomotor aspects. The most important finding of this study is that popular social media such as TikTok, if utilized appropriately, can be an effective educational medium to convey religious values in a contextual and interesting way. The implications of this study emphasize the need for innovation in Islamic religious education learning that adapts to the current digital culture of students. Scientifically, this study enriches the discourse on the integration of digital technology in religious education, while its practical contribution lies in providing alternative learning models that are relevant and adaptive. The strength of this study is its ability to capture students' real responses to digital media in religious learning. However, its limitations lie in the narrow scope of locations and do not involve the teacher's perspective in depth. Therefore, further research is recommended to expand the scope of the population, involve teachers and parents, and combine quantitative approaches to measure the impact of social media use on learning outcomes objectively and measurably.

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