

Evaluating TikTok's Educational Impact: An Analysis of Student Perspectives

Jane Xavierine¹, Alice Shanthi^{2*}

¹Faculty of Education and Liberal Arts, INTI International University, Nilai, Malaysia

²Academy of Language Studies, Universiti Teknologi MARA (UiTM), Cawangan Negeri Sembilan, Kampus Seremban, Seremban, Malaysia

*Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.8100166>

Received: 18 October 2024; Accepted: 25 October 2024; Published: 13 November 2024

ABSTRACT

This study investigated the perceived effectiveness of using the TikTok application in learning activities among university students. A quantitative survey was conducted with a sample of 101 students from four Malaysian universities. The study aimed to examine how students perceive the usefulness of TikTok videos in supporting learning, as well as the advantages and disadvantages of using TikTok for educational purposes. The findings revealed that most respondents (95%) have a TikTok account and primarily use it for entertainment (86%). However, they also perceived TikTok as a useful tool for learning, with mean scores indicating agreement that TikTok is better than traditional methods. Its features help teaching and learning, are easy to use, and effectively convey learning objectives and input. Regarding advantages, respondents agreed that TikTok attracts students' attention to learning activities and is more interactive and engaging than other social media platforms. However, they also acknowledged disadvantages, such as the need for existing features to be a reason not to use TikTok for learning and the platform prioritising entertainment over education. The study concludes that while TikTok has the potential to be an effective learning tool, improvements are needed to make it more education-friendly. Recommendations include developing new features to help educators create engaging educational content and establishing official TikTok accounts for each subject to provide students with a dedicated space for accessing educational videos.

Keywords: TikTok application; tools for teaching; learning

INTRODUCTION

Social media platforms have completely changed how individuals communicate and consume information in the last several years. TikTok has become the clear leader among them, especially with younger audiences. According to Yang (2020), the app's rapid ascent may be ascribed to its distinct format of brief video snippets, user-friendly UI, and advanced content curation algorithm that customises the experience for each user.

Though amusement has been TikTok's main draw, interest is starting to grow in the platform's potential instructional uses. Because of the platform's format, which fits in nicely with today's fast-paced information consumption habits, content providers may effectively convey important ideas (Yang, 2020). Though little study has been done on TikTok's efficacy in formal learning settings, its educational worth is still up for debate (Zulkifli et al., 2022).

The informal communication style of TikTok presents a hurdle when attempting to use it for instructional purposes. The platform is full of emoticons, colloquialisms, acronyms, and abbreviations that might not be appropriate for academic writing. However, other scholars contend that by utilising memory and cognitive processes outside of the classroom, TikTok could enhance conventional learning approaches (Yang, 2020).

According to preliminary research, TikTok may have a lot of educational value. According to Sari et al. (2022),

44.5% of students who responded to the survey thought the app may improve educational activities. Of them, 45.8% cited the app's attention-grabbing qualities, while 53.6% emphasised its accessibility in comparison to other social networking apps. Real-time discussions and prompt clarification of issues are made possible by the platform's user-friendly design and interactive elements, such as live videos and comment sections, which foster interaction.

TikTok offers educators a fascinating opportunity as they look for creative ways to engage their pupils. Its emphasis on creativity, short-form content style, and practical applications could make learning more relatable and interesting. But it's vital to guarantee the veracity and integrity of the platform's instructional material. For some kinds of material, TikTok's brevity may be an advantage over other platforms like YouTube or Instagram, but it's important to find a balance between entertainment value and instructive value.

This study aims to explore the effectiveness of TikTok as a tool for learning, examining its potential to transform how students engage with educational content in the digital age.

Problem Statement

TikTok has become a hugely popular social media and entertainment tool, but there is a rising demand to use it for educational purposes as well. Converting TikTok from a largely recreational platform to a dependable and efficient learning aid can be challenging. In addition to addressing issues with material quality, privacy, and other diversions, this transition must guarantee that instructional content is trustworthy, engrossing, and easily available.

Even though TikTok is widely used, research on the creation of instructional materials on this platform is noticeably lacking (Sari et al., 2022). Although TikTok has become a well-known entertainment platform worldwide, little is known about how it might be used to good use in the classroom. In an effort to improve student engagement and productivity, some educators have started investigating innovative methods to use TikTok in the classroom, especially when it comes to language instruction. But as Yélamos-Guerra & García-Gámez (2022) point out, the majority of research on educational innovation has mainly ignored TikTok's pedagogical potential in favour of other social media platforms like Twitter.

It is essential to investigate TikTok's application in educational settings in order to overcome these obstacles and improve the accessibility and enjoyment of learning activities. This research may yield fresh, creative ideas for teaching in the digital age, which would be advantageous to teachers and students alike.

Objectives of the Study

Examining the use of TikTok in the educational process is the main goal of this study. This study specifically aims to report on how students perceive using the TikTok app for educational purposes.

The goal of the study is to ascertain undergraduate students' awareness of and use of TikTok's short video format for educational purposes.

Research Objectives:

1. To assess the perceived usefulness of TikTok videos in supporting learning activities among university students.
2. To identify the advantages of the TikTok application from university students' perspective.
3. To determine the disadvantages of the TikTok application from university students' perspective.

Research Questions:

1. How do university students perceive the usefulness of TikTok videos in supporting learning activities?
 2. What are the advantages of the TikTok application from university students' perspective?
-

3. What are the disadvantages of the TikTok application from university students' perspective?

Significance of Study

The study's conclusions could have a number of effects on education. First of all, TikTok's brief and interesting content can draw in students and make studying more pleasurable, which might encourage them to finish their assignments more voluntarily. By bridging the gap between students' digital life and traditional classroom instruction, this strategy may help create a more stimulating and joyful learning environment.

Furthermore, this study provides educators and curriculum designers with new perspectives on how to use technology to support language learning and other educational goals. TikTok's potential to improve learning in the digital age is highlighted in this study, which may have an impact on future methods of teaching languages in a society that is becoming more interconnected.

Finally, the results might help academic establishments like colleges and universities raise student participation. TikTok may be a useful adjunct to more conventional teaching strategies, providing a novel approach to instruction that accommodates a variety of learning preferences and increases accessibility and inclusivity for a wider pool of students.

LITERATURE REVIEW

This review of the literature looks at a number of important research that look into the benefits and drawbacks of utilising TikTok in educational settings.

Research on the usage of TikTok to support educational activities in physical education was done by Sari et al. in 2022. Their study discovered that physical education teachers could successfully deliver learning activities utilising TikTok applications. The study questioned 125 physical education teachers in the Indonesian regions of Jakarta, Bogor, Tangerang, and Bekasi (Jabotabek). This implies that the structure of TikTok can be modified for application in real-world, movement-based courses such as physical education.

By evaluating research from 2017 to 2022, Zulkifli et al. (2022) investigated the usefulness of TikTok in teaching and learning at all educational levels, from elementary school to tertiary education. According to their research, TikTok might be a useful resource for students taking English as a second language (ESL) classes, especially for enhancing their writing and listening abilities. Positive comments from different courses that used TikTok to improve learning experiences were also observed in the study.

The idea of using TikTok in education as a type of micro- or nanolearning was investigated by Khlaif and Salha (2021). By employing qualitative techniques, such as expert dialogues and the examination of prior studies on social media users, they were able to pinpoint TikTok's advantages and disadvantages for schooling. The significance of concentrating on the positive features and adjusting to contemporary teaching methods was stressed by the researchers. They also recommended that future efforts be focused on creating instructional nano-learning videos.

Azman et al. (2021) looked into young people's acceptance of TikTok for educational purposes. Their study examined variables such as TikTok as a social media platform (SOCMED), as a window for online learning (ODL), and as a tool to improve communication desire and technology skills in education (EDU). It used a simple random sampling questionnaire, which 300 diploma and degree students from UiTM Melaka Campus answered. The findings demonstrated a correlation with all characteristics and the acceptance of TikTok for educational growth, with the greatest predictor being EDU. According to the study's findings, TikTok has influenced creative teachers who are driven to carry out research and develop a deeper comprehension of their subjects.

Adnan et al. (2021) investigated the applicability of TikTok as a teaching tool among students through a quantitative study that involved a survey. According to their findings, educators and policymakers looking to investigate new educational methods to improve teaching and learning should use TikTok as a reference.

According to this research, TikTok shows promise as a useful tool for teaching and is well-liked by both

educators and students. Numerous participants stated that TikTok's educational videos made complex subjects easier for them to understand. Teachers also thought TikTok's features—like sharing choices, LIVE videos, and filters—were useful for teaching purposes (Zulkifli et al., 2022).

Khlaif & Salha (2021) outlined both the advantages and disadvantages of TikTok in the classroom. Short films can help students grasp important ideas, but they can also divert their attention from learning objectives by directing them to irrelevant topics. According to these research, TikTok has the potential to have a big impact on education by encouraging teachers and students to be creative in order to provide interesting educational content. To completely comprehend and maximise TikTok's contribution to the educational landscape, more research is necessary.

METHOD

Method and Instrument

This study will employ a quantitative research method, which is known for generating factual and reliable data that can often be generalized to larger populations. The primary instrument for data collection will be a closed-ended questionnaire, utilizing a Likert scale ranging from "strongly disagree" to "strongly agree."

The questionnaire will consist of 15 questions, divided into four parts:

1. Part A: Demographic information
2. Part B: Students' use of the TikTok application for educational purposes
3. Part C: Perceived advantages of the TikTok application for learning activities
4. Part D: Perceived disadvantages of the TikTok application for learning activities

Sampling and Sample

The study will utilize a simple random sampling method to select participants. This approach involves randomly selecting a subset of individuals from the target population. Simple random sampling is chosen for its ease of implementation and comprehension, as well as its ability to minimize potential bias or confounding factors that might arise from population stratification.

The target population for this study were students from four public universities in Malaysia. This selection of universities aligns with the study's focus on understanding how TikTok benefits students in their learning activities.

Data Collection

Data collection will be conducted entirely online using Google Forms. Participants will be able to access the questionnaire through two methods:

1. Scanning a QR (Quick Response) code that links directly to the survey
2. Clicking on a shared link distributed through student Telegram and WhatsApp groups

The estimated time for completion of the questionnaire is approximately 5 minutes.

Data Analysis

The collected data will be analyzed using descriptive statistical methods. Descriptive analysis is a form of data examination that aids in describing, demonstrating, and summarizing data points to reveal patterns that meet all data requirements.

The analysis process will involve:

1. Converting frequency counts into percentages
2. Presenting data in appropriate tables and pie charts
3. Displaying different proportions for each question

These visual representations will be used to draw relevant conclusions. The results will then be applied to address the research questions outlined in the study proposal.

This approach to data analysis will provide a comprehensive overview of the participants' responses, allowing for a thorough examination of students' perceptions regarding the use of TikTok for educational purposes.

FINDINGS

Introduction

The TikTok application has gained significant popularity due to its diverse and engaging features that allow users to enhance their creativity through short video clips. However, transforming TikTok from primarily a platform for leisure and socializing into a dependable and effective tool for educational activities presents challenges. This transformation requires making educational content accessible, captivating, and reliable while addressing concerns related to content quality, privacy, and potential distractions.

This study employs a quantitative method to gather data on the use of TikTok in education. A closed questionnaire with 15 questions divided into four parts was used. The study utilized a simple random sampling method, targeting students from MARA University of Technology, the National University of Malaysia, the University of Putra Malaysia, and the University of Malaya. The collected data was analyzed descriptively using pie charts and bar charts. The primary aim of this study is to evaluate the effectiveness of the TikTok application in the learning process.

Demographic Profile

This section contains three figures (Figure 1, 2, and 3) showing demographic information about the respondents, including age, level of education, and institution. Based on the questionnaire, a total of 101 respondents answered this questionnaire.

How old are you?

101 responses

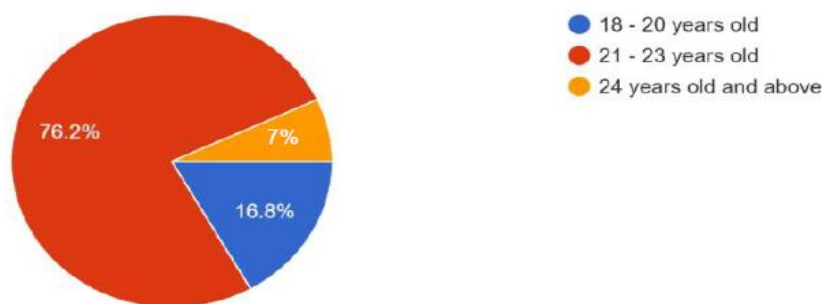


Figure 1: Age of Respondents

Figure 1 illustrates the age distribution of respondents. The data reveals that most participants, approximately 76.2%, fall within the 21-23 age range. The remaining respondents are distributed between the 18-20 age group (16.8%) and those aged 24 and above (7%).

Presently you are pursuing education at

101 responses

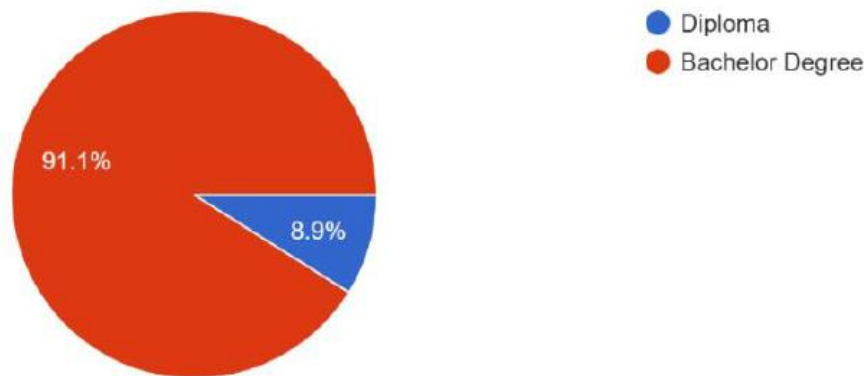


Figure 2: Level of Education

Figure 2 shows the educational level of the respondents. The chart shows a clear predominance of bachelor's degree students, accounting for 91.1% of the sample. The remaining 8.9% of respondents are pursuing their education at the diploma level.

Which institution of higher learning are you in currently?

101 responses

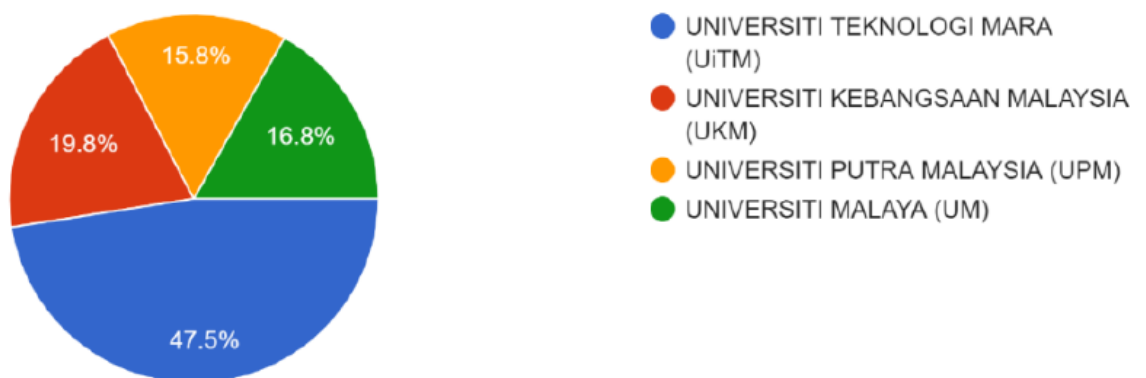


Figure 3: Respondent's institution

Figure 3 presents the distribution of respondents across different institutions of higher learning. The largest proportion of participants, 47.5%, are currently studying at UiTM. This is followed by UKM (19.8%), UM (16.8%), and UPM (15.8%), which has the smallest representation in the sample.

RQ 1: How do university students perceive the usefulness of TikTok videos in supporting learning activities?

To explore the first research question, the researchers presented respondents with eight items designed to assess their perceptions of TikTok's educational applications.

To interpret the mean scores for each question, this study employed a scale adapted from Pimentel (2019). This approach was chosen to minimize bias and enhance the accuracy of result interpretation. Table 1 presents the scale used to categorize and interpret the mean scores for each item in the questionnaire. This standardized interpretation framework allows for a more consistent and meaningful analysis of the responses across all items related to this research question.

Table 1: Mean description for seven-point Likert scale

Likert Scale	Interval	Difference	Description
1	1.00-1.85	0.85	Very bad
2	1.86-2.71	0.85	Rather bad
3	2.72-3.57	0.85	Bad
4	3.58-4.43	0.85	Neither good nor bad
5	4.44-5.29	0.85	Good
6	5.30-6.15	0.85	Rather good
7	6.16-7.00	0.84	Very good

Table 2: Table of mean score for RQ 1

ITEMS	RESPONDENT (LIKERT SCALE)							MEAN	DESCRIPTION
	1	2	3	4	5	6	7		
Is the TikTok application better than the traditional way for learning	1	5	7	24	29	19	16	4.94	GOOD
Can the features for the TikTok application help you in teaching and learning activities?	0	1	6	15	33	29	17	5.33	RATHER GOOD
Is the TikTok application easy to use for learning activities?	1	0	4	8	37	30	21	5.5149	RATHER GOOD
Will students find it helpful to use the TikTok application in learning activities?	1	0	5	15	34	27	19	5.3564	RATHER GOOD

Based on Table 2, the range of the total mean score shows "good," indicating that most respondents agree that TikTok videos support learning activities.

Do you have TikTok account?

101 responses

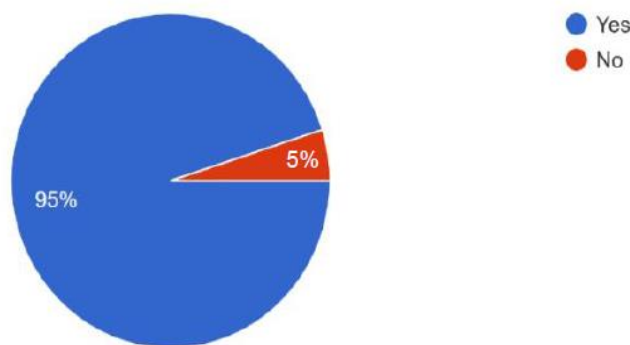


Figure 4: TikTok account

Figure 4 presents data on TikTok account ownership among respondents. The results indicate that a significant majority, 95% of respondents, possess a TikTok account. Only a small fraction, about 5%, do not have an account on the platform.

What do you use TikTok for?

101 responses

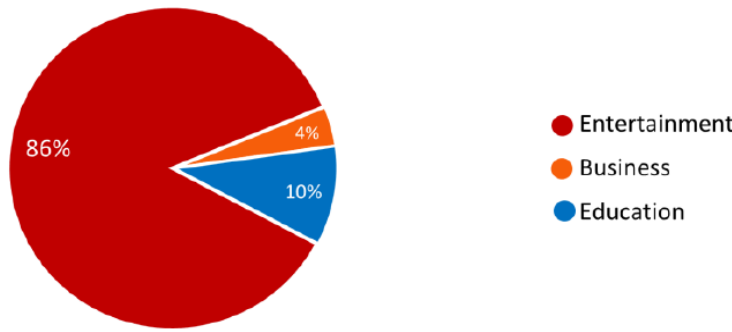


Figure 5: Purpose of using TikTok

Figure 5 illustrates the primary uses of TikTok among respondents. The data clearly shows that entertainment is the dominant purpose, accounting for 86% of usage. Educational use follows at a distant second with 10%, while business-related use is the least common at 4%.

Is the TikTok application better than traditional way for learning?

101 responses

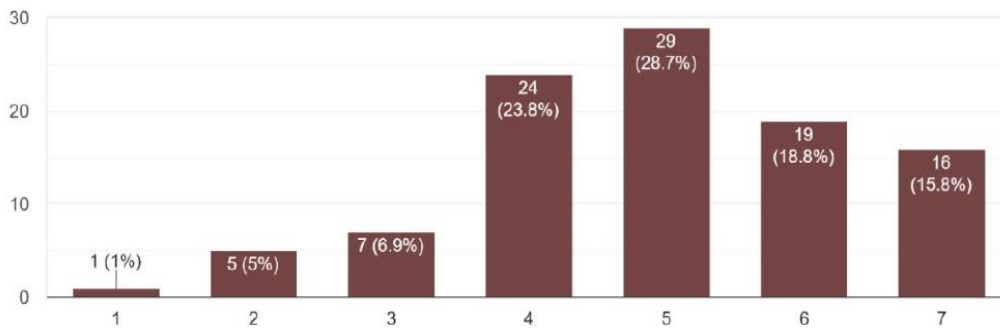


Figure 6: TikTok learning vs conventional learning

Figure 6 compares the perceived effectiveness of TikTok versus traditional learning methods. The data reveals that the largest group of respondents (28.7%) "likely agree" that TikTok is better than traditional learning methods. Notably, only 1% of respondents "strongly disagree" with this statement.

Can the features of the TikTok application help you in teaching and learning activities?

101 responses

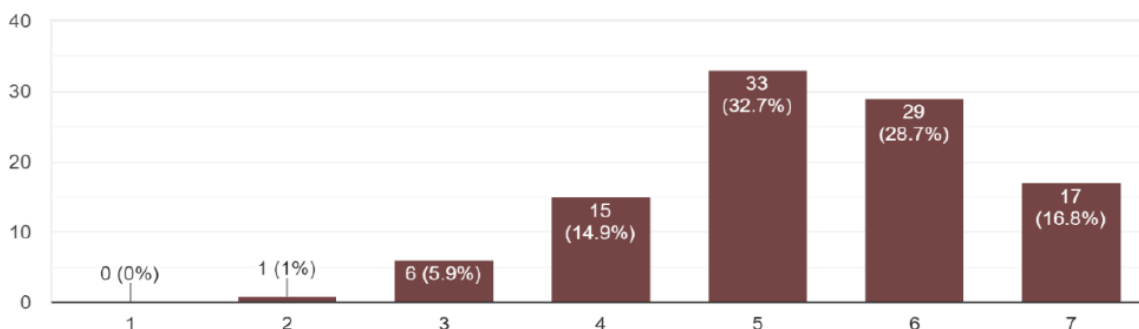


Figure 7: Perceived usefulness of TikTok's features

Figure 7 examines the perceived usefulness of TikTok's features in teaching and learning activities. The highest percentage of respondents (32.7%) "likely agree" that these features are helpful, followed closely by those who "agree" (28.7%). Interestingly, no respondents "strongly disagree" with the usefulness of these features.

Is the TikTok application easy to use for learning activities?

101 responses

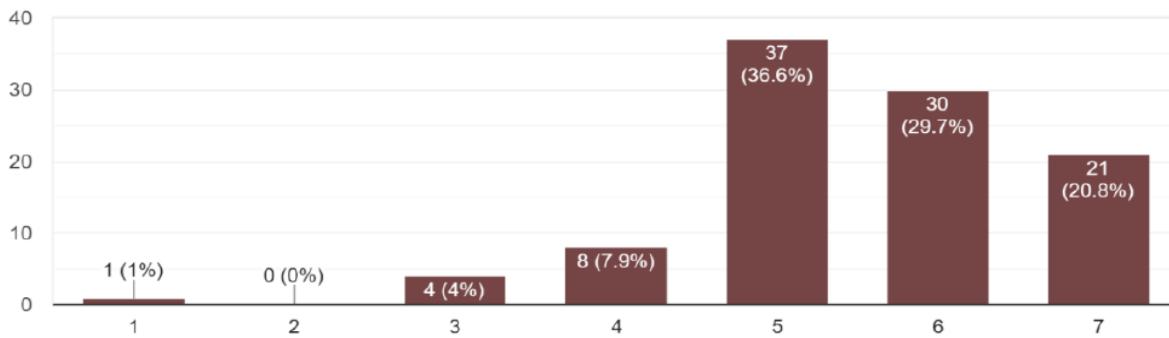


Figure 8: Perceived Ease of Using TikTok

Figure 8 presents data on the ease of using TikTok for learning activities. The majority of respondents, 37 in total, "likely agree" that the application is easy to use for this purpose. Overall, 88 respondents fall on the "agree" side of the spectrum, while only 5 are on the "disagree" side.

Will students find it helpful to use the TikTok application in learning activities?

101 responses

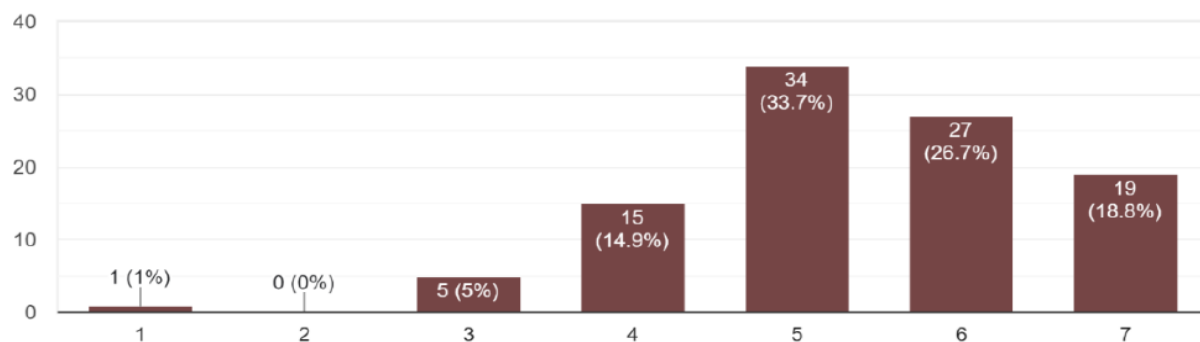


Figure 9: Student Perspective on Usefulness of TikTok

Figure 9 shows students' perspectives on the helpfulness of TikTok in learning activities. The largest group (33.7%) "likely agree" that the application is helpful. In total, 79.2% of respondents are on the "agree" side, while only 6% are on the "disagree" side.

Can the learning objectives be adequately achieved using the TikTok application?

101 responses

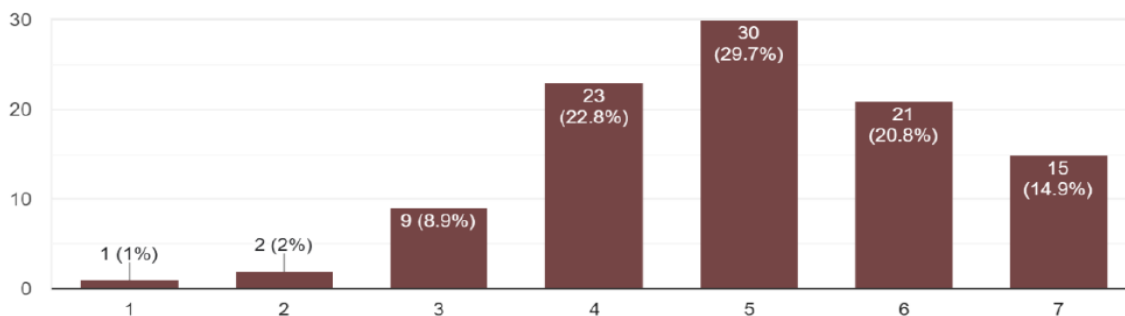


Figure 10: Using TikTok to achieve leaning objectives

Figure 10 addresses whether learning objectives can be adequately achieved using TikTok. The data shows that 30 respondents are "likely to agree" with this statement. In total, 66 respondents are on the "agree" side, while 12 are on the "disagree" side.

Can the learning input be conveyed effectively using the TikTok videos?

101 responses

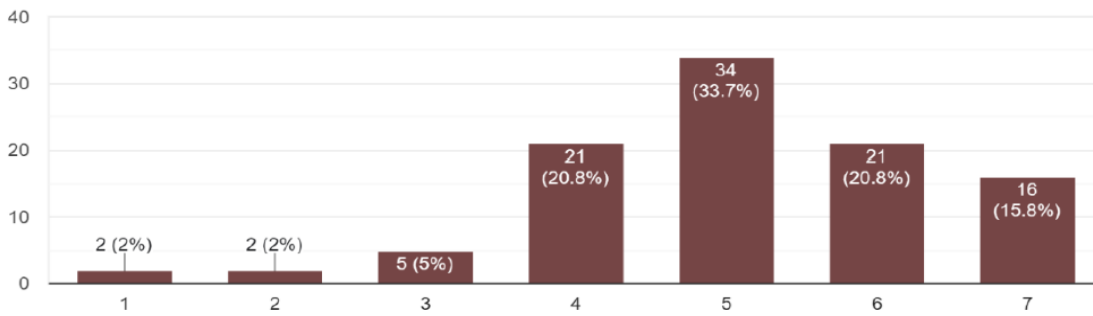


Figure 11: Effectiveness of TikTok to convey learning input

Figure 11 examines the effectiveness of TikTok videos in conveying learning input. The largest group (33.7%) "likely to agree" that learning input can be effectively conveyed through TikTok videos. Overall, 70.3% of respondents are on the "agree" side, while 9% are on the "disagree" side.

RQ 2: What are the advantages of TikTok from university students' perspective?

To explore the second research question, respondents were presented with two items designed to assess their perceptions of TikTok's educational applications.

Table 3: Table of mean score for RQ 2

ITEMS	RESPONDENT (LIKERT SCALE)							MEAN	DESCRIPTI ON
	1	2	3	4	5	6	7		
Can the TikTok application attract the attention of students to take part in learning activities properly?	1	2	7	11	32	26	22	5.3465	RATHER GOOD
Is TikTok more interactive and engaging compared to other social media for learning activities?	1	2	10	17	32	23	16	5.0792	GOOD
TOTAL								5.22	GOOD

The analysis of Table 3 reveals that the total mean score falls within the "good" range. This indicates that many respondents view TikTok videos favorably as a tool for stimulating academic interest. From the perspective of university students, TikTok appears to have potential as an engaging platform that can effectively capture their attention and potentially enhance their motivation for study-related activities.

Can the TikTok application attract the attention of students to take part in learning activities properly?

101 responses

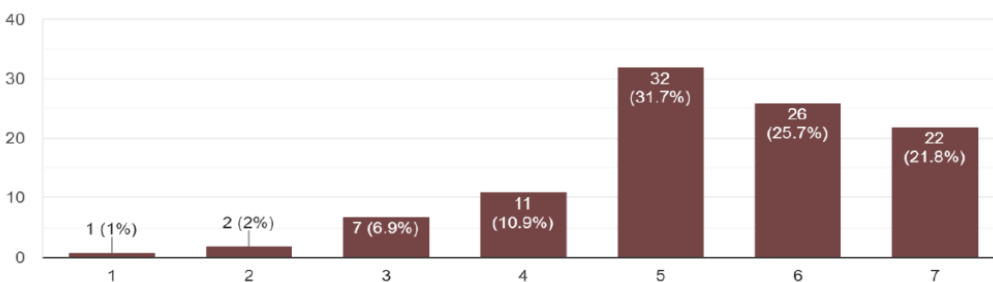


Figure 12: Effectiveness of TikTok in attracting students in learning activities

Figure 12 presents data on TikTok's effectiveness in attracting students to participate in learning activities. The results show that 21.8% of respondents "strongly agree" that TikTok is effective in this regard. While 10 respondents are on the "disagree" side, the majority "likely agree" that TikTok can attract students' attention to learning activities.

Is TikTok more interactive and engaging compared to other social media for learning activities?

101 responses

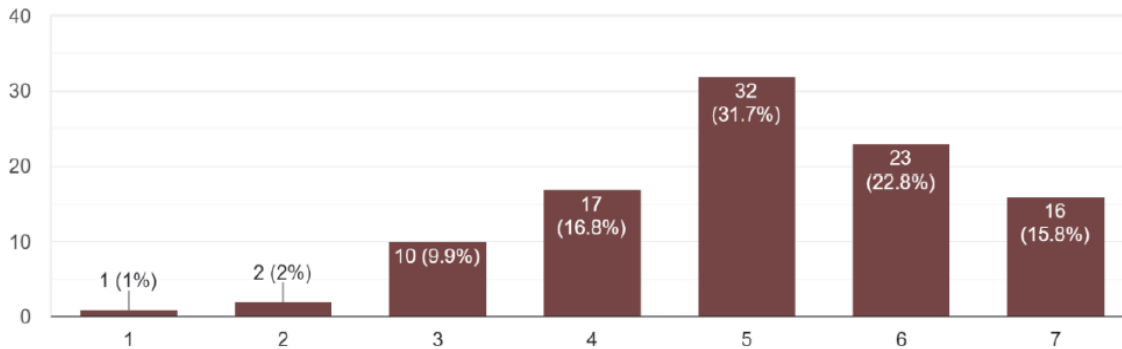


Figure 13: Advantages of features in TikTok

Figure 13 illustrates the influence of TikTok's features on its use in learning activities. The data shows that 16 respondents "strongly agree" and only 1 "strongly disagrees" that these features motivate them to use TikTok for learning. Many respondents "likely agree" that the existing features encourage them to use TikTok for educational purposes.

RQ 3: What are the advantages of TikTok from university students' perspective?

To explore the third research, the researchers presented respondents with two targeted questions. These items were designed to assess students' perceptions of the potential drawbacks or limitations of using TikTok for educational purposes. By focusing on these perceived disadvantages, this study aims to gain a more comprehensive understanding of the challenges that may arise when integrating TikTok into educational contexts.

Table 4: Table of mean score for RQ 3

ITEMS	RESPONDENT (LIKERTSCALE)							MEAN	DESCRI PTION
	1	2	3	4	5	6	7		
Can the lack of existing features be your reasonfor not using TikTok application in learningactivities?	4	4	13	24	28	19	9	4.5905	GOOD
Do TikTok applicationvideos prioritize entertainment overeducation, making them less effective for teaching and learning purposes?	1	5	8	19	23	23	22	5.1287	GOOD
TOTAL								4.86	GOOD

The analysis of Table 4 reveals that the total mean score falls within the "good" range. This result suggests that a significant proportion of respondents acknowledge potential drawbacks to using TikTok for educational purposes. Specifically, from the perspective of university students, there is a consensus that TikTok's abundance

of entertainment-focused content may pose a challenge. Respondents indicate that these entertaining videos could potentially distract users from their primary goal of finding educational material, thereby impacting the platform's effectiveness as a learning tool.

Can the lack of existing features be your reason for not using the TikTok application in learning activities?

101 responses

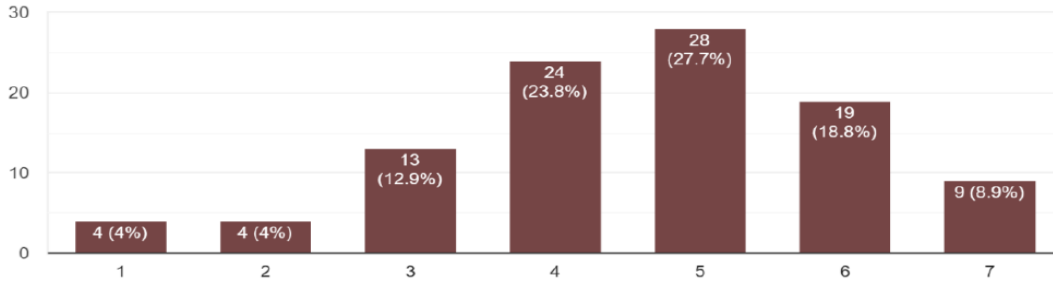


Figure 14: Disadvantages of features in TikTok

Figure 14 presents data on whether the lack of certain features discourages the use of TikTok for learning activities. Most respondents "likely agree" that missing features could be a reason for not using TikTok in their studies. 9 respondents "strongly agree" with this statement, while 4 "strongly disagree."

Do TikTok videos prioritize entertainment over education, making them less effective for teaching and learning purposes?

101 responses

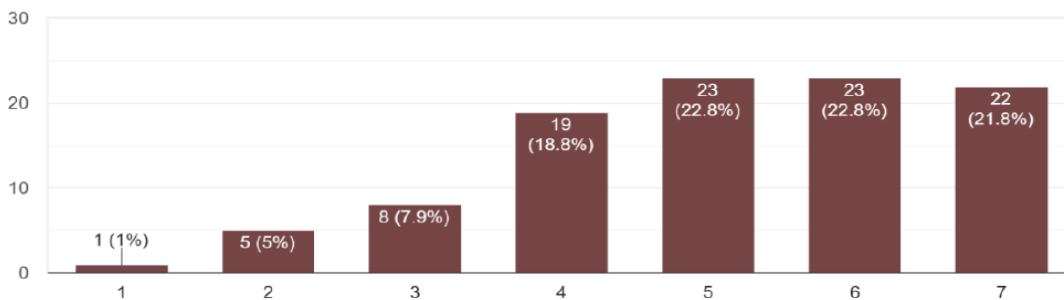


Figure 15: TikTok application for entertainment and education

Figure 15 examines whether TikTok prioritizes entertainment over education, potentially reducing its effectiveness for teaching and learning. The majority of respondents "likely agree" or "agree" that entertainment is prioritized. 22 respondents "strongly agree" with this statement, while only 1 "strongly disagrees."

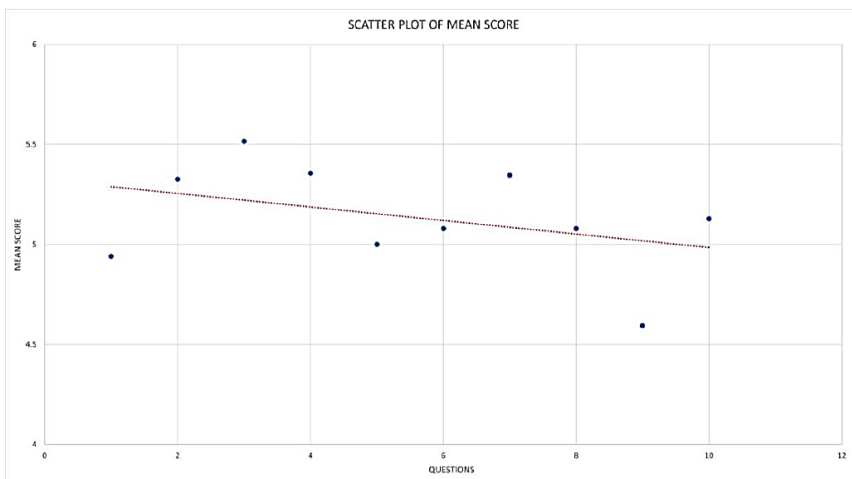


Figure 16: The scatter plot of the mean score for all research questions

Figure 16 presents a scatter plot comparing questions to mean scores across all research questions. The downward slope from left to right suggests a negative correlation between questions and mean scores. However, the scattered distribution of points indicates that this correlation is weak and potentially unreliable.

DISCUSSION

The study under examination investigates university students' perceptions of the usefulness of TikTok videos in supporting their learning activities. The findings reveal insightful perspectives on the advantages and disadvantages of utilizing TikTok as an educational tool. This discussion will critically analyze the key results and situate them within the broader context of existing research.

RQ1: Usefulness of TikTok in learning

The study shows that the vast majority of respondents, 95%, possess a TikTok account, which aligns with previous research on the platform's widespread adoption (Sari et al., 2022). Notably, the mean scores for questions 6 through 11 fall within the "good" to "rather good" range, suggesting that students generally perceive TikTok as a valuable and preferred tool for enhancing their learning activities. This positive perception mirrors Yang's (2020) observations, where students reported using TikTok videos as beneficial supplements to reinforce their exam preparation, particularly in English language studies.

RQ2: Advantages of TikTok

The study's findings indicate that respondents largely acknowledge TikTok's ability to engage students in learning activities. The average mean score for research question 2 was 5.21, placing it in the "good" category. Specifically, question 12 scored 5.35, in the "rather good" category, while question 13's mean of 5.08 fell within the "good" category. These results align with Khlaif and Salha's (2021) assertion that TikTok's short, creative videos represent a novel approach to enhancing learning through visually compelling content. Furthermore, the respondents' feedback corroborates Zulkifli et al.'s (2022) claim that students utilize TikTok to augment their learning experience.

RQ3: Disadvantages of TikTok

The study also examined the perceived disadvantages of the TikTok application from the university students' perspective. Research question 3 yielded an average mean score of 4.86, falling within the "good" category range. Specifically, questions 14 and 15 scored means of 4.59 and 5.13 respectively, both in the "good" category. These results indicate that most respondents agree that the lack of certain features is a primary reason for not using TikTok in learning activities. Additionally, respondents concur that TikTok's prioritization of entertainment over education may reduce its effectiveness as a learning tool. This perspective contrasts with Zulkifli et al.'s (2022) recommendation that educators should explore and incorporate TikTok into their teaching methods, as they found it capable of enhancing learning activities and receiving positive feedback.

In conclusion, the study's findings provide valuable insights into university students' perceptions of the usefulness, advantages, and disadvantages of TikTok in supporting learning activities. The results indicate that students generally view TikTok as a beneficial tool, particularly in its ability to engage and enhance the learning experience. However, the study also highlights concerns regarding the platform's limitations and its potential to prioritize entertainment over education. These findings contribute to the ongoing discourse on the role of social media platforms in educational settings and warrant further investigation to fully understand the nuances of student-centered learning in the digital age.

CONCLUSION

This research aimed to evaluate the efficacy of TikTok in educational contexts. While TikTok has gained global recognition as an entertainment platform, there remains a significant gap in understanding its potential as an educational tool (Mei & Aziz, 2022). Despite the limited sample size, our findings suggest that the TikTok application can be effective in supporting learning activities.

The study employed a questionnaire to assess the perceived advantages and disadvantages of the TikTok application from university students' perspectives. Most respondents acknowledged both positive and negative aspects of the platform in an educational context (Putri et al., 2023). The potential to leverage TikTok to enhance educational experiences and bridge the gap between entertainment and learning in a manner appealing to the current technology-driven generation is evident (Salasac & Lobo, 2022)

To capitalize on this potential, it is crucial to encourage TikTok content creators to produce more engaging educational content. Future research could delve deeper into TikTok's impact on learning and teaching methodologies (Deng & Yu, 2023)

The study's results highlight respondents' concerns regarding the TikTok application's utility, particularly noting a possible lack of features that might hinder the appeal of educational videos. Without enhancements, there's a risk that users may not be drawn to educational content despite its inherent value (Putri et al., 2023). To address this, it is recommended that TikTok's development team explore new features enabling educators to create compelling educational videos that captivate students in our increasingly tech-savvy society.

Given TikTok's primary association with entertainment, especially short-form viral content, students express concern about potential distractions when seeking educational material (Ye et al., 2023). To mitigate this, it is suggested that educators or school-affiliated organizations establish official TikTok accounts for various subjects, providing students with dedicated channels for accessing educational videos (Guo, 2022)

Future research should focus on the long-term impact assessment of TikTok by conducting longitudinal studies to evaluate the long-term effects of using TikTok as an educational tool on students' learning outcomes, retention rates, and overall academic performance. Another potential research area would be cross-cultural comparison since we live in a multi-cultural country. Future researchers can explore how TikTok's effectiveness in education varies across different cultures to identify the best practices that could be adapted globally.

ORCID

First author name <https://orcid.org/0000-0003-1296-9516>

Second author name <https://orcid.org/0000-0002-0130-0561>

REFERENCES

1. Adnan, Nur & Morat, Berlian. (2022). University Students' Perceptions of using TikTok in education: A Preliminary Study. 2. 30-35.
2. Azman, A. N., Suraya, N., Rezal, A., & Zulkeifli, N. Y. (2021). Acceptance of TikTok on the Youth towards Education Development. In Borneo International Journal eISSN (Vol. 4, Issue 3). www.majmuah.com
3. Çelik, B., Uzunboylu, H., & Demirbaş-Çelik, N. (2023). Higher Education Students' Social Media Platform Preferences for Educational Purposes. *Revista de Educación a Distancia*, 23(72). <https://doi.org/10.6018/red.491551>
4. C. Salasac and J. Lobo, "The Rise of TikTok during the Pandemic: Association between TikTok Consumption and Students' Engagement", *International Journal of Education, Science, Technology, and Engineering*, vol. 5, no. 2, pp. 69-75, Dec. 2022.
5. Deng, X., Yu, Z. An extended hedonic motivation adoption model of TikTok in higher education. *Educ Inf Technol* **28**, 13595–13617 (2023). <https://doi.org/10.1007/s10639-023-11749-x>
6. Guo, J. (2022). Research on the influence of TikTok on teenagers. In *Proceedings of the 2021 International Conference on Social Development and Media Communication (SDMC 2021)* (pp. 1390-1393). Atlantis Press. <https://doi.org/10.2991/assehr.k.220105.254>
7. Khlaif, Z. N., & Salha, S. (2021). Using TikTok in Education: A Form of Micro-learning or Nano-learning? *Interdiscip J Virtual Learn Med Sci*, 12(3), 213–218. <https://doi.org/10.30476/ijvlms.2021.90211.1087>
8. Mei, K. L., & Aziz, A. A. (2022). Students' Perception on Using Tiktok Application as An English

- Learning Tool. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 154–177.
9. Nadwa ZULKIFLI, N., Letchumanan, M., Kamarudin, S., Dayana ABD HALIM, N., & Hashim, S. (2022). A Review: The Effectiveness of Using TikTok in Teaching and Learning.
 10. Nur Ilianis Adnan, Syahirah Ramli, Isma Noornisa Ismail (2021). Investigating the Usefulness of TikTok as an Educational Tool. *International Journal of Practices in Teaching and Learning (IJPTL)* Vol (1), no (2). [52140.pdf \(uitm.edu.my\)](#)
 11. Pimentel, J. L. (2019). Some Biases in Likert Scaling Usage and its Correction. Article in *International Journal of Sciences Basic and Applied Research*. <http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>
 12. Putri, N. A., Kamaluddin, K., & Amrina, A. (2023). TikTok Application on Achievement and Learning Motivation at Influence Colleges. *Sciencetechno: Journal of Science and Technology*, 2(1), 80–96. <https://doi.org/10.55849/sciencetechno.v2i1.62>
 13. Rahimullah, N. A., Damayanti, S. B., Izra, A. A., & Handayani, P. W. (2022). Assessing the factors influencing users accessing higher education content on TikTok. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2148498>
 14. Sakkir, C., khmanz, Q., Salija, K., & Rappang Soutlr, M. (2016). Students' Perception on Social Media in Writing Class at STKIP Muhammadiyah Rappang, Indonesia Caoadian Center of Scierce and Education.
 15. Sari, E. F. N., Siregar, N. M., Sukiri, Julianti, R. R., & Resza, A. M. (2022). How Physical Education through TikTok Makes a Difference: The Use of TikTok to Promote Learning Activities. *International Journal of Human Movement and Sports Sciences*, 10(2), 187–192. <https://doi.org/10.13189/saj.2022.100208>
 16. Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom.
 17. Yélamos-Guerra, M. S., & García-Gámez, M. (2022). The use of TikTok in higher education as a motivating source for students. *Porta Linguarum*, 2022(38), 83–98. <https://doi.org/10.30827/portalin.vi38.21684>
 18. Ye, J.-H.; Wu, Y.-F.; Nong, W.; Wu, Y.-T.; Ye, J.-N.; Sun, Y. The Association of Short-Video Problematic Use, Learning Engagement, and Perceived Learning Ineffectiveness among Chinese Vocational Students. *Healthcare* 2023, 11, 161. <https://doi.org/10.3390/healthcare11020161>