Improving Digital Literacy in Islamic Religious Education Through Tiktok Application

Mawadatul Af'idati[1*], Budi Pangastuti[2], Rismawati[3], Siti Roudhotul Jannah[4]
[1234]Universitas Ma'arif Lampung, Indonesia
*Correspondence: ✉ afidati23@gmail.com

Abstract

The advancement of digital technology demands a transformation in the education system, including in the teaching of Islamic Religious Education (IRE). This study aims to explore the effectiveness of using the TikTok application as a learning medium to enhance students' digital literacy. Employing a descriptive qualitative approach and a case study method, data were collected through observation, interviews, and content analysis of student-created educational videos uploaded on TikTok. The findings reveal that TikTok usage increases students' learning motivation, active participation, and critical thinking skills in understanding Islamic values. TikTok functions not only as an entertainment platform but also as an effective medium for fostering students' religious character through creative da'wah content. Despite technical challenges such as audio issues and time limitations, innovative and relevant pedagogical strategies are crucial to optimizing TikTok's potential in education. Therefore, integrating digital media into IRE learning represents a transformative approach that supports the achievement of 21st-century competencies.

INTRODUCTION

The rapid advancement of digital technology has significantly impacted the global education system, including in Indonesia. This transformation requires students not only to be users of technology but also to possess digital literacy skills, which encompass the ability to access, evaluate, and utilize information critically, creatively, and ethically. Digital literacy goes beyond technical proficiency; it also involves the responsible use of digital media as a productive and safe learning resource that supports both intellectual and spiritual development (Nurjanah et al., 2024).

In the context of Islamic Religious Education (IRE), digital literacy holds high urgency, as it plays a crucial role in internalizing Islamic values in a contextual manner. IRE, as a subject rich in moral and spiritual content, often faces methodological challenges particularly in delivering material to Generation Z learners who are accustomed to fast-paced, visually-oriented content. By integrating digital technology, IRE teachers have the opportunity to present material in a more interactive and meaningful way, effectively

bridging the gap between curriculum content and students' learning styles (Putra & Pratama, 2023). One of the most popular digital media platforms among the younger generation is TikTok.

Initially known as an entertainment platform, TikTok is now increasingly being integrated into educational contexts, including religious education. With its short yet engaging video format, TikTok enables teachers to deliver lessons through narratives, simulations, or appeals presented in creative ways. Moreover, students can also be empowered to produce religious educational content as a form of expression and understanding of Islamic values (Santosa & Setyonugroho, 2024).

This TikTok-based learning strategy has proven effective in enhancing students' active participation while fostering reflective attitudes and a sense of responsibility in conveying moral messages through social media. Therefore, the utilization of TikTok in IRE learning is not merely a technological innovation, but also a contextual and transformative pedagogical approach. Nevertheless, it is crucial for teachers to provide guidance and supervision to ensure that the use of social media aligns with Islamic values and sound digital ethics.

METHOD

This study employed a descriptive qualitative approach using a case study technique. This approach was chosen to explore in depth the integration process of the TikTok social media platform in Islamic Religious Education (IRE) learning, as well as to understand the perceptions and experiences of both students and teachers during the learning process. The case study method allows the researcher to observe phenomena within real-life contexts and provides a holistic depiction of TikTok's use as a religious learning medium in the digital era (Arifin, 2011).

Data collection techniques included classroom observations, in-depth interviews with teachers and students, and content analysis of learning videos uploaded on the TikTok application. The collected data were analyzed through three stages: data reduction, data display, and conclusion drawing. These stages were conducted to ensure that the data obtained were valid, relevant, and capable of addressing the research focus. Data validity was further enhanced through source triangulation and method triangulation techniques to strengthen the credibility of the research findings.

FINDINGS AND DISCUSSION

Definition of Digital Literacy

Etymologically, the term digital literacy is composed of two words: "literacy" and "digital." The word literacy originates from the Latin word littera, meaning letter or written system. In its contemporary understanding, literacy encompasses fundamental language skills, including listening, reading, writing, and speaking effectively in both everyday life and academic contexts (Dewi & Sunarni, 2024).

Meanwhile, the term digital is derived from the Latin word digitus, meaning finger. With the advancement of technology, the term refers to binary-based computing systems that form the foundation of modern information technology devices. In everyday practice, the use of digital devices such as typing, scrolling, and navigating typically involves direct engagement of users' fingers (Sihotang, 2022).

Thus, digital literacy can be defined as an individual's ability to use digital technology wisely and effectively, including the skills to access, understand, evaluate, and disseminate information through digital media. Digital literacy also involves critical awareness of digital content, enabling individuals to discern valid and relevant information amid the overwhelming flow of potentially unreliable data (Muannas & Mansyur, 2020).

In the educational context, digital literacy plays a vital role in equipping students with 21st-century skills, including critical thinking, creativity, and communication. Appropriate integration of technology in the learning process is expected to improve the quality of education while supporting the achievement of Sustainable Development Goals (SDGs) in the field of education (Jannah & Puspita, 2023).

How to Easily Create TikTok Content

In the learning process, teachers are required to keep up with trending media developments to ensure that learning remains engaging and not monotonous. The use of social media platforms such as TikTok and Instagram in educational activities can increase student engagement and enthusiasm. TikTok, for instance, offers a fun and interactive approach to delivering educational content while encouraging students' creativity in presenting educational messages through short videos tailored to the learning styles of the digital generation (Bujuri et al., 2023).

In practice, there are two key factors that influence the effectiveness of TikTok as a learning medium: internal and external factors. Internal factors include aspects such as

motivation, emotions, attention, and individual student characteristics. External factors, on the other hand, involve the influence of the family environment, information obtained from outside sources, and the students' level of familiarity with digital technology. To create educational and appealing TikTok content, teachers can guide students in several important steps: identifying relevant ideas, drafting simple scripts, selecting appropriate background music, and utilizing creative features such as effects and filters. These elements can help ensure that the content appears professional and engaging, avoiding monotony and enhancing the learning experience (Putri, 2024).

The Effectiveness of TikTok as a Medium in Islamic Religious Education

The use of the TikTok application in Islamic Religious Education (IRE) represents an innovative strategy to connect younger generations with Islamic values in a relevant and engaging way. With its short-video format, which is highly popular among teenagers, educational content such as stories of the prophets, hadiths, and Islamic moral values can be presented creatively and made more digestible. Research indicates that utilizing TikTok as a learning medium in IRE can significantly enhance students' motivation and active participation in the learning process. This is attributed to the platform's interactive and enjoyable nature, which makes students more interested in being involved in learning activities. (Barus et al., 2024)

Furthermore, TikTok allows teachers and students to collaborate in producing educational content aligned with IRE materials. For example, by organizing challenges such as memorizing short surahs or practicing Islamic etiquette, students are encouraged to learn while being creative. Collaborations with ustadz or religious experts active on TikTok can also enhance the credibility and authority of the content being delivered. Therefore, the integration of TikTok into IRE learning not only makes the educational process more engaging but also supports students in internalizing religious values in their daily lives (Abdusshomad, 2024).

The Impact of TikTok Media Utilization in Islamic Religious Education on Enhancing Students' Motivation and Learning Outcomes

Islamic Religious Education (IRE) is a learning process that teaches Islamic principles based on the Qur'an and Hadith as the primary sources of law, with the goal of enabling students to understand, internalize, and practice these teachings in both personal

and social contexts to attain well-being in this life and the hereafter (Barus et al., 2024). In the context of current technological developments, digital literacy in IRE learning has become increasingly essential. Teachers can utilize digital tools such as smartphones and the internet to support teaching and learning processes. One practical application of digital literacy is encouraging students to summarize IRE materials and transform them into creative content to be uploaded on social media platforms, particularly TikTok (Sirait & Nasution, 2024).

The use of TikTok as a learning medium in IRE has proven to be effective due to several advantages. First, the application meets students' learning needs through engaging visual presentations and interactive approaches. Second, its creative features such as visual effects, filters, and audio enhance the delivery of content in a fun and enjoyable manner. Third, the platform aligns well with the characteristics of the millennial and Gen Z learners who are highly familiar with and connected to digital technology (Wijaya, 2023). Therefore, the integration of TikTok into the learning process not only increases students' interest but also contributes to a deeper understanding and stronger appreciation of Islamic teachings.

Supporting Factors Influencing the Use of TikTok Media

Teacher's Mastery of the Subject Matter

A teacher must have a solid understanding of the subject matter before the learning process begins. In addition, teachers are expected to design questions, assignments, and prepare learning media that are relevant and aligned with the learning objectives. This planning is a crucial component of teacher professionalism in establishing a meaningful and goal-oriented learning process (Nadar et al., 2021).

Student Enthusiasm Enhances Teacher Motivation

Under the implementation of the 2013 Curriculum (K13), teachers are no longer the sole source of information but rather serve as facilitators who guide students to be active, critical, and creative thinkers. When students exhibit enthusiasm in learning, it indirectly boosts the teacher's motivation, resulting in a more interactive and conducive classroom atmosphere (Andiyanto, 2017).

Use of Social Media Supports Material Comprehension

To ensure that learning materials are easily understood and accepted by students, teachers need to utilize instructional media that align with contemporary technological advancements. The use of digital platforms such as TikTok, Instagram, and YouTube has been proven effective in increasing student engagement and motivation. This innovation also facilitates student creativity and accelerates the comprehension of learning content (Alamin & Missouri, 2023).

Inhibiting Factors Affecting the Utilization of TikTok Media

Audio Disappearance in Videos

The issue of missing audio during student video recordings is often caused by incorrect audio settings or technical problems with the device's microphone. Additionally, incompatible video file formats may lead to sound playback failure. These factors must be considered when designing video-based learning assignments to prevent interference with the quality and effectiveness of digital learning outcomes.

Excessive Video File Size

One of the technical challenges in using TikTok as a learning medium is the file size limitation when uploading videos. TikTok applies an automatic screening system that filters content before publication. To address oversized files, students need to compress or convert their videos into appropriate sizes and formats that comply with the platform's requirements.

Time Constraints in TikTok Video Production During Class

Creating TikTok video content involves a creative process that includes idea planning, filming, and editing. This process requires considerable time and may not be feasible within the limited duration of classroom hours. Time limitations and an unconducive classroom environment pose significant challenges to maximizing the use of TikTok media during formal learning sessions (Dewi et al., 2023).

CONCLUSION

Based on the research findings, the use of TikTok as a learning medium in Islamic Religious Education (IRE) has demonstrated significant benefits. TikTok, originally an

entertainment platform, has successfully transitioned into an effective educational tool, catering to Generation Z's learning preferences. Through creative short videos, students actively engage in producing and consuming religious knowledge, enhancing digital literacy and reinforcing Islamic values. This active participation fosters critical thinking, digital communication, collaboration, and creativity essential competencies for the 21st century.

Teachers play a pivotal role as facilitators and mentors, guiding students through social media-based learning while upholding educational principles and Islamic ethics. However, challenges such as technical issues and varying student access to digital resources must be addressed to ensure successful integration. Despite these challenges, TikTok represents a promising educational innovation that integrates real-world experiences with IRE content, promoting the contextual and sustainable internalization of Islamic values.

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