

THE IMPACTS OF TIKTOK AS EDUTAINMENT TOWARDS UNIVERSITY SAINS ISLAM MALAYSIA STUDENTS

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Abstract: This study examines the effect of TikTok as edutainment on University Sains Islam Malaysia (USIM) students. With the increasing popularity of TikTok as a social media platform, there is a growing interest in exploring its potential as an educational tool. The objective of this research is to understand how TikTok usage for educational purposes influences USIM students' academic performance, engagement, and knowledge retention. The research adopts a qualitative method. The qualitative component utilizes interviews and focus groups to gain a deeper understanding of students' experiences, perceptions, and suggestions regarding the use of TikTok as edutainment. In the interviews, lecturers will share their personal insights on how TikTok impacts their experience, recommendations, and limitations. Focus groups will foster interactive discussions among students, allowing for the exploration of diverse viewpoints and experiences related to TikTok's educational use. The findings of this study will contribute to a comprehensive understanding of the effect of TikTok as edutainment on USIM students. The research is expected to reveal insights into the relationship between TikTok usage and students' academic performance, engagement, and knowledge retention. The outcomes of this study will inform educators, policymakers, and educational institutions about the potential of TikTok as an educational tool. These findings will assist in the development of guidelines and best practices for integrating TikTok into USIM's educational practices, ensuring the responsible and effective implementation of TikTok as edutainment. By comprehending the impact of using TikTok, USIM can enhance its teaching and learning

strategies, ultimately enriching the educational experiences of its students.

Keywords: TikTok, edutainment, academic performance, student engagement, knowledge retention, and qualitative research

INTRODUCTION

The pervasive influence of social media platforms like TikTok has sparked a growing interest in their potential to serve as educational tools. This study delves into the impact of TikTok as edutainment (educational entertainment) on students at University Sains Islam Malaysia (USIM). The primary objective of this research is to assess the possible educational benefits of TikTok for University Sains Islam Malaysia students, to investigate the limitations and downsides of TikTok as a learning platform, to determine TikTok's effectiveness in increasing student engagement and knowledge retention and to identify best practices and recommendations in using TikTok for educators to investigate how utilizing TikTok for educational purposes affects USIM students' academic performance, engagement, bridge the gap in understanding how this popular social media platform can be leveraged to enhance the educational experience. A review of the current literature reveals a growing trend in utilizing social media platforms like TikTok for educational purposes. Previous studies have highlighted the benefits of incorporating edutainment elements into traditional teaching methods, emphasizing the importance of engaging students through mediums they resonate with. By building upon this existing knowledge, this research seeks to contribute to the ongoing discourse on innovative teaching practices in higher education. To achieve a comprehensive understanding of the impact of TikTok as edutainment on USIM students, a qualitative

research approach has been adopted. This methodology includes conducting interviews with lecturers to gain insights into their perspectives on TikTok's effects and limitations. Additionally, focus groups will be utilized to facilitate interactive discussions among students, allowing for a diverse exploration of viewpoints and experiences related to TikTok's educational use. The findings of this study are expected to shed light on the relationship between TikTok usage and students' academic performance, engagement, and knowledge retention at USIM. By uncovering these insights, educators, policymakers, and educational institutions can better harness the potential of TikTok as an educational tool. Ultimately, this research aims to inform the development of guidelines and best practices for integrating TikTok into USIM's educational practices, fostering a more enriching and engaging learning environment for students.

METHOD

Qualitative research methods are a collection of methodologies and strategies for gathering and analyzing non-numerical data to obtain a better understanding of social phenomena. These procedures, such as interviews and focus group, are used to investigate subjective experiences, meanings, and interpretations. The goal of qualitative research methodologies is to capture the depth and complexities of human behavior, emotions, and social interactions, allowing researchers to identify underlying patterns, themes, and insights. To develop in-depth and complex findings, these methods emphasize context, participant perspectives, and the researcher's interpretation. Research design is generally defined by Punch, K.F. (1998) as a framework for organising and carrying out a specific research project. Sal kind (2014) states that qualitative research methods fall into this broad group of non-experimental approaches since they, for the most part, operate under a completely different paradigm than the experimental model and do not test for cause and effect. In addition, Susan (2011) defines qualitative research as an approach to investigating a topic that provides insight into the cause, viewpoint, and motivation of that

topic. The qualitative research was applied in conjunction with a focus group of selected students in a group to gain insights into their experiences and perspectives on how TikTok as an education tool may be improved in terms of quality and in expanding the impacts of TikTok as edutainment towards University Sains Islam Malaysia students. These qualitative data will help researchers gain a better grasp of the benefits, obstacles, and best practices related with TikTok's integration with University Sains Islam Malaysia students. This study conducts semi-structured interviews as part of a qualitative research project to gain insight into this complex environment. Lecturers who are actively consuming entertainment and educational content on TikTok will be among our participants. We intend to explore their motives, experiences, and perceived learning outcomes to reveal the complex effects of TikTok's edutainment phenomenon. By conducting a focus group session with selected students, the researchers aimed to gain valuable insights into how TikTok could be enhanced in terms of quality and its overall impact as edutainment on the student community at USIM. This collaborative approach not only facilitated interactive discussions but also provided a platform for participants to share their views, suggestions, and concerns openly.

FINDINGS

The main objective of the research findings is to show that the objectives of the study can be achieved. The solution of the research questions enabled the achievement of these study objectives. Accordingly, the study's conclusions will address the research question, the impact of TikTok as edutainment towards USIM students. The research objectives provide an overview to determine whether or not they were met, which helps to explain the study's results. The findings regarding the impact of TikTok as edutainment on University Sains Islam Malaysia (USIM) students reveal a spectrum of opportunities and challenges. Based on an overview of the information gathered from the focus groups and interviews, it can be concluded that for the first research objectives were to assess the possible

educational benefits of TikTok for USIM students for the findings theme which is TikTok's short, engaging videos and interactive learning, and community building. Students at USIM consider TikTok's brief and engaging videos as their main attraction. TikTok's short videos, featuring simplified concepts, lively illustrations, and humor, promote a sense of community and understanding in virtual learning environments. This aligns with Islamic ideals of sharing information and working together. Online study groups use TikTok to exchange ideas and work through problems, justifying gratification theory. Overall, this study showed that the possible educational benefits of TikTok for USIM students is TikTok's short, engaging videos and interactive learning, and community building. In addition, for the second research objective which is to investigate the limitations and downsides of TikTok as a learning platform for the findings theme misinformation and lack of depth. TikTok's short videos can lead to misinformation and limited understanding of complex scholarly and religious debates, potentially compromising intellectual quality and critical thinking in Islamic studies. However, acknowledging these limitations and utilizing the platform's strengths in community development can reduce dangers. USIM educators can use fact-checking resources, encourage critical analysis, and promote dialogue, empowering students to navigate the information landscape responsibly. In the end, TikTok presents USIM students with both opportunities and challenges in their pursuit of knowledge. While its engaging format and interactive features offer promising avenues for learning, the dangers of misinformation and lack of depth must be addressed thoughtfully. Furthermore, for the third research objective which is to determine TikTok's effectiveness in increasing student engagement and knowledge retention for the findings theme which is academic learning. TikTok enhances interactive learning by allowing online study groups to discuss difficult theological discussions, sharing viewpoints, and improving understanding of Islamic doctrine. This aligns with Islamic educational objectives of group study and open communication. This study, on

the other hand, delves deeper than the surface attraction to investigate the questionable limits of TikTok's ability to improve memory recall, looking at both the benefits and limitations for USIM students. Lastly, for the fourth research objective which is to identify best practices and recommendations in using TikTok for educators and students for the findings theme which is focus on short, concise explanations of key concepts and make video more interesting. To maximize TikTok's potential for effective learning at USIM, educators should adopt a bite-sized style, condensing complex topics into manageable sections, and using visuals and humor to increase engagement. By focusing on clear explanations, visually appealing content, and interactive aspects, students can explore the platform for long-term learning and intellectual development. It's essential to engage students with different sources and meaningful conversations. Then and only then will USIM students be able to actually turn the illusion of transient participation into a blooming knowledge oasis. Students at USIM appreciate TikTok's short, engaging videos for simplifying complex concepts and fostering a sense of community, aligning with Islamic principles of sharing knowledge. However, the platform faces limitations such as misinformation and lack of depth, posing risks to critical thinking and intellectual quality. Despite these challenges, TikTok's interactive nature enhances student engagement and supports group study, offering promising avenues for academic learning. By adopting best practices that prioritize concise explanations, visually appealing content, and interactive elements, educators can harness TikTok's potential to create dynamic and effective learning environments at USIM.

FUTURE RECOMMENDATION

To further advance the understanding of the impact of TikTok as edutainment on University Sains Islam Malaysia (USIM) students, future research endeavors could explore key areas for enhancement. By delving into the long-term impact of TikTok on knowledge retention among USIM students and comparing the performance of engaged

versus non-engaged students, researchers can evaluate the platform's efficacy as an educational tool. Additionally, investigating strategies to combat misinformation and promote critical thinking skills when utilizing TikTok for academic purposes could lead to the development of guidelines ensuring content accuracy and reliability. Exploring best practices for creating educational content on TikTok and integrating it into various learning methodologies within the university context could pave the way for innovative teaching strategies and enhanced student engagement. These research directions hold the potential to inform educators, policymakers, and educational institutions on the effective integration of TikTok as a supplementary learning resource, fostering a more robust and dynamic educational experience for USIM students.

CONCLUSION

In a nutshell, to use TikTok effectively and responsibly in the university setting, a balanced approach is needed. This approach acknowledges both the potential benefits and challenges of using TikTok as an educational tool. By embracing the potential benefits while addressing the challenges, University Sains Islam Malaysia can leverage TikTok as a valuable learning resource. Further research is encouraged to delve deeper into these areas and explore the possibilities of TikTok in education. Through ongoing research and careful implementation, TikTok can be utilized responsibly and effectively to enhance the learning experiences of students at the university. Moreover, further research could examine outcomes in various universities and fields across different countries.

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