



TikTok Usage Intensity and Its Impact on Students' Learning Motivation and Discipline

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Article History:

Received: Jun 18, 2025

Revised: Oct 03, 2025

Accepted: Dec 31, 2025

Online First: Jan 22, 2026

Keywords:

Learning Motivation,
Learning Discipline,
Senior High School
Students,
TikTok.

Kata kunci:

Disiplin Belajar,
Motivasi Belajar,
Siswa Sekolah Menengah
Atas,
TikTok.

How to cite:

Rachmasari, M. N., & Narimo, S. (2026). TikTok Usage Intensity and Its Impact on Students' Learning Motivation and Discipline. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(1), 427-440.

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Abstract: This study aims to analyze the Influence of TikTok use intensity on students' motivation and learning discipline at Muhammadiyah Purwodadi High School. This study uses a quantitative, correlational, associative Research design and involves 107 grade XI students of SMA Muhammadiyah Purwodadi as the sample, selected through a proportional random sampling technique from a total population of 145 students. Data collection is carried out by disseminating questionnaires that have been tested for validity and reliability. Data were analyzed using simple linear regression, t-test, and determination coefficient (R^2) with the help of SPSS 24. The study found that the intensity of TikTok use did not significantly affect students' learning motivation or learning discipline. The significance values for learning motivation and learning discipline were 0.693 and 0.346, respectively; the adjusted R-squared values were -0.008 for learning motivation and -0.001 for learning discipline, indicating almost no contribution of the variables. These findings are different from several previous studies that showed a significant Influence of TikTok on motivation and learning discipline.

Abstrak: Penelitian ini menganalisis pengaruh intensitas penggunaan TikTok terhadap motivasi dan disiplin belajar siswa SMA Muhammadiyah Purwodadi. Menggunakan pendekatan kuantitatif asosiatif korelasional, sampel sebanyak 107 siswa kelas XI dipilih secara random proporsional dari populasi 145 siswa. Data dikumpulkan melalui kuesioner ber-skala Likert yang telah diuji validitas dan reliabilitas, kemudian dianalisis dengan regresi linier sederhana, uji-t, dan koefisien determinasi (R^2) menggunakan SPSS 24. Hasil menunjukkan tidak terdapat pengaruh signifikan antara intensitas penggunaan TikTok dengan motivasi belajar ($p = 0,693$, adjusted $R^2 = -0,008$) maupun disiplin belajar ($p = 0,346$, adjusted $R^2 = -0,001$), sehingga kontribusi variabel X terhadap variabel Y hampir nihil. Temuan ini berbeda dari beberapa penelitian terdahulu yang melaporkan pengaruh signifikan. Implikasi penelitian mengusulkan fokus pada kualitas konten, literasi digital, dan keterampilan pengaturan diri siswa sebagai faktor yang lebih menentukan dibandingkan durasi penggunaan. Keterbatasan meliputi desain korelasional, lokasi studi tunggal, dan instrumen self-report. Penelitian direkomendasikan untuk studi lanjut dengan desain campuran dan sampel diperluas.

A. Introduction

The rapid development of information and communication technology in the era of globalization has encouraged massive integration across various sectors, including education (Mustofa & Riyanti, 2019). Technological advancement enables more engaging, context-specific learning experiences and provides broader access to learning resources, such as scientific journals, educational videos, and interactive simulations (Nugroho et al., 2024; Rudiyanto et al., 2024). Alongside these opportunities, the rapid expansion of social media usage among adolescents, particularly students, has become a prominent feature of contemporary educational environments. Social media platforms allow users to interact, exchange information, and share multimedia content through applications such as WhatsApp, Instagram, and TikTok (Aulia et al., 2022). Among these platforms, TikTok has emerged as a global phenomenon due to its short-form audiovisual content that is highly engaging and easily accessible, including content with educational potential (Narimo et al., 2023). Despite its potential benefits, concerns remain regarding the intensity of TikTok use, particularly its tendency to divert students' attention from academic activities and reduce focus during learning.

The increasing intensity of TikTok use among students has raised educational concerns related to addiction, reduced concentration, declining learning motivation, and weakened learning discipline. Excessive and uncontrolled use of TikTok may foster dependency, leading students to prioritize entertainment over academic responsibilities and ultimately lowering academic productivity (Hussein & Alajlan, 2025). Many students reportedly spend prolonged periods on TikTok, often late into the night, disrupting effective study time and daily learning routines. Such patterns may negatively shape students' attitudes, fostering passivity and reduced self-development (Zikri & Tumin, 2024). These conditions position TikTok not merely as a neutral digital platform but as a potential challenge to students' motivation and discipline in managing their learning activities.

Learning motivation plays a crucial role in driving students' engagement and persistence in achieving academic goals (Pebrimireni & Fauziya, 2024). Motivated students tend to participate actively in learning processes and demonstrate stronger efforts to achieve optimal outcomes (Beboso & Bual, 2022). However, excessive exposure to TikTok may distract students from academic tasks and reduce their intrinsic drive to learn (Lestari & Setiawan, 2025). Similarly, learning discipline is a fundamental aspect of academic success, reflecting students' ability to manage time, comply with learning rules, and consistently complete assignments (Sudiansyah et al., 2023). Intensive engagement with TikTok can interfere with these behaviors, potentially weakening students' discipline in fulfilling academic responsibilities (Maharani et al., 2025). International reports further reinforce these concerns, as OECD highlights that excessive social media use can disrupt concentration, reduce learning engagement, and weaken academic discipline, while UNESCO emphasizes that digital technology offers significant educational potential but may become a distraction when misaligned with learning objectives.

Empirical studies examining the relationship between TikTok use and learning behavior have produced inconsistent findings. Several studies report that TikTok usage significantly influences learning motivation and discipline, either positively or negatively (Astalia et al., 2023; Maida et al., 2024; Maulana & Hudaya, 2022). Conversely, other findings suggest that TikTok's impact is not uniform and may depend on contextual factors such as usage patterns, student characteristics, and learning environments. These mixed results indicate a clear empirical gap, particularly regarding whether the intensity of TikTok use alone is sufficient to explain variations in students' learning motivation and learning discipline. Most existing studies emphasize usage frequency or duration without adequately questioning whether intensity is the primary determinant of learning behavior.

Responding to this gap, the novelty of the present study lies in its effort to re-examine the dominant assumption that TikTok usage intensity directly affects students' learning motivation and discipline. Rather than reinforcing duration-based explanations, this study offers alternative empirical evidence by simultaneously analyzing both learning motivation and learning discipline within a single Research framework. By doing so, the study contributes to the growing discourse on social media in education by questioning the linear relationship between usage intensity and learning behavior, and by suggesting that factors beyond mere exposure time may shape learning outcomes.

Accordingly, this study is guided by a clear research question: does the intensity of TikTok use significantly influence students' learning motivation and learning discipline in the context of senior high school education? To answer this question, the study sets two explicit objectives. First, it aims to examine the effect of TikTok usage intensity on students' learning motivation. Second, it seeks to analyze whether TikTok usage intensity influences students' learning discipline. Through these objectives, the study is expected to provide a more focused understanding of how TikTok use relates to key learning behaviors among high school students. Theoretically, the findings are intended to strengthen empirical discussions on social media use in education by offering evidence that challenges overly simplistic assumptions that "higher intensity equals lower learning quality." Practically, this study aims to contribute useful insights for teachers, parents, and educational policymakers in formulating more balanced and adaptive strategies in guiding students' social media engagement. Rather than emphasizing strict restrictions on usage duration alone, the study highlights the importance of promoting digital self-regulation, responsible habits, and purposeful engagement so that social media use can be managed in a healthier and more educationally supportive way.

B. Method

This study uses a quantitative, correlational, associative Research design to determine the Influence of the intensity of TikTok use on the motivation and learning discipline of high school students. The Research was conducted at SMA Muhammadiyah Purwodadi in the even semester of the 2024/2025 academic year. The population in this study comprises all grade XI students at SMA Muhammadiyah Purwodadi, totaling 145

students. Sampling was conducted using *the proportional random sampling* method. The sample size was determined using the Slovin formula, with an error rate of 5%, yielding a sample of 107 students.

The data collection technique used in this study is a questionnaire compiled from indicators for each variable: TikTok use, learning motivation, and learning discipline. The questionnaire instrument used a Likert scale of 1-5, and data were collected by distributing questionnaires directly to grade XI students at SMA Muhammadiyah Purwodadi. The validity of the data was measured using tests of validity (Pearson's correlation) and reliability (Cronbach's Alpha).

The data analysis technique in this study uses a simple linear regression, carried out twice for each relationship: between the intensity of TikTok use and learning motivation, and between the intensity of TikTok use and learning discipline. The results of the analysis were seen through significance values (t-test) and coefficient of determination (R^2) to find out how much Influence variable X had on each variable Y. Prerequisite tests such as normality, linearity, and heteroscedasticity tests were also carried out before regression analysis. Data processing is carried out using SPSS version 24.

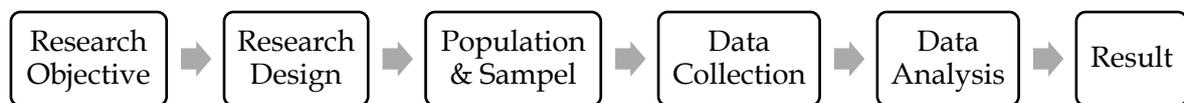


Figure 1. Research Design

The purpose of this study was to analyze the effect of TikTok use intensity on motivation and learning discipline among high school students. The Research design used in this study is a quantitative, correlational, associative approach. The population used was all grade XI students at SMA Muhammadiyah Purwodadi, totaling 145 students. A proportional random sample was obtained from 107 students. Data were collected using questionnaires that measured TikTok use intensity, learning motivation, and learning discipline. The indicators for each variable are the frequency, duration of use, and type of content for TikTok use intensity, interests, motivation, and learning goals for learning motivation, as well as adherence to study schedules, consistency in completing assignments, and learning time management for learning disciplines. Self-report bias is controlled by ensuring respondents' anonymity and using neutral, clear language. Data analysis in this study used simple regression analysis, t-tests, and determination coefficient (R^2), and data processing was performed using SPSS 24. The study found that the intensity of TikTok use did not significantly Influence learning motivation or learning discipline.

C. Result

This section presents the results of data analysis on the Influence of the intensity of TikTok use on student motivation and learning discipline conducted at SMA Muhammadiyah Purwodadi, a private educational institution located in Grobogan Regency, Central Java. This school was established on July 17, 1979. Since its establishment, Muhammadiyah Purwodadi High School has experienced rapid development. Started as a

school with registered status, changed to recognized status in 1984, and became an equalized status in 1997 (SMA Muhammadiyah Purwodadi, 2024). Data were obtained through the distribution of questionnaires to respondents and analyzed using statistical techniques described in the Research Methods section. The analysis was conducted to determine the Influence of independent variables (intensity of TikTok use) on dependent variables (learning motivation and learning discipline). The results of the data analysis are presented in the following tables.

Table 1. Respondent Demographics

Category	Quantity	Percentage
Gender		
• Male	52	48,6%
• Women	55	51,4%
Active TikTok Users		
• Yes	88	82,2%
• No	19	17,8%
TikTok Usage Duration		
• Less than 30 minutes	29	27,1%
• 30-60 minutes	22	20,6%
• 1-2 hours	27	25,2%
• More than 2 hours	29	27,1%

Based on the descriptive analysis in Table 1, the majority of respondents in this study are women (51.4%, 55 people), slightly more than men (48.6%, 52 people). Regarding TikTok use, most respondents (82.2%) are active users, indicating that the app has become part of daily activities. The duration of respondents' TikTok use varies. The typical duration is 30-2 hours per day, with equal proportions (27.1% each). This indicates that there are two distinct groups of usage behaviors: low-intensity users and high-intensity users.

Based on the validity test results for all questionnaire items measuring variables X, Y1, and Y2, item-total correlation analysis was performed with a pilot sample of 30 respondents at a 5% significance level ($\alpha = 0.05$), yielding a critical r-table value of 0.3610. Analysis showed that each item produced an r-value exceeding the r-table threshold, indicating statistically significant positive correlations with the total scale scores. Therefore, every item met the criterion for construct validity and is considered suitable for inclusion in the research instrument. Complementing these findings, reliability assessment using Cronbach's alpha demonstrated satisfactory internal consistency across all three variables. Each variable recorded an alpha coefficient above 0.70, surpassing commonly accepted benchmarks for acceptable reliability and suggesting that the instrument items consistently measure their intended constructs. In sum, the combined evidence from validity and reliability analyses supports the psychometric adequacy of the questionnaire: the items are both valid accurately reflecting the measured constructs and reliable yielding consistent responses. Consequently, the finalized instrument is deemed appropriate for data collection

in the main study. Researchers therefore proceeded to deploy the instrument in the full-scale study.

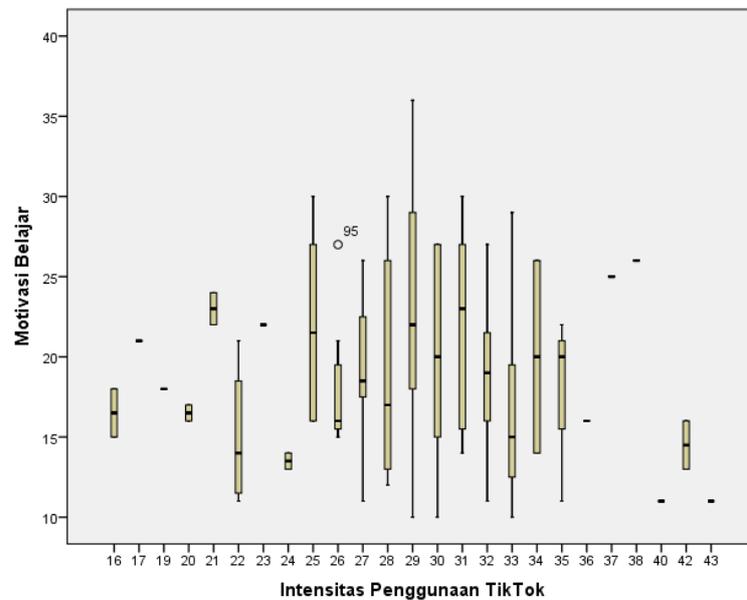


Figure 2. Boxplot Learning Motivation

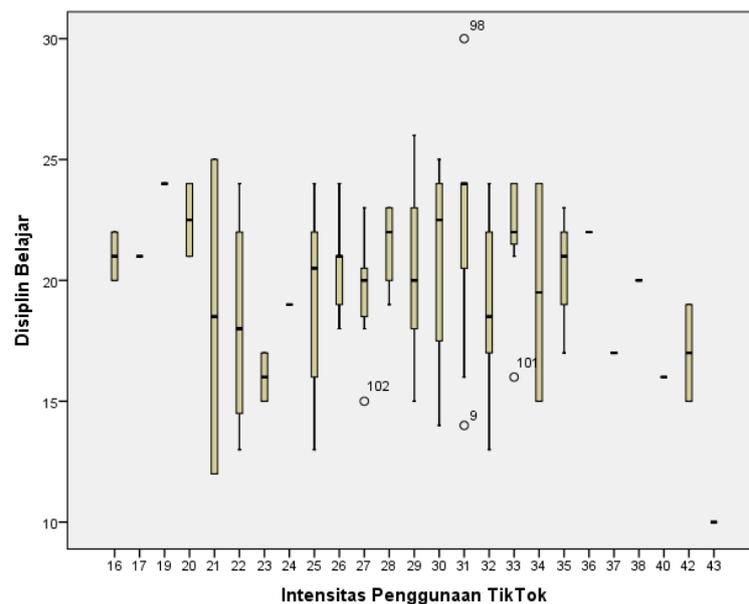


Figure 3. Boxplot of Learning Discipline

A comparison of the results of the boxplot analysis on two variables showed that the intensity of TikTok use had a more detrimental effect on learning discipline than on learning motivation. This was shown in a more consistent decrease in learning discipline scores in high-intensity users. On the other hand, learning motivation does not show a definite decrease at each user level. The highest data variability in learning discipline variables was observed among intermediate-level users (scale 30-34). Meanwhile, the highest variability

in the learning motivation variable was found in the moderate use intensity group (scale 25-35).

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test					
Variabel	N	Mean	Hours of deviation	Sig. (2-tailed)	Remarks
Residual Learning Motivation (Y1)	107	- 0,7943925	8,19853257	0,114	Normal
Residual Learning Discipline (Y2)	107	0,2897196	5,62117599	0,109	Normal

The results of the normality test using the Kolmogorov-Smirnov method showed that the p-values for Residual Learning Motivation and Learning Discipline were greater than 0.05, indicating that the two variables are normally distributed. This indicates that the regression model does not exhibit residual distribution deviations, so the regression coefficient estimates are obtained accurately and unbiasedly.

Table 3. Linearity Test Results

ANOVA Table						
Variabel	Sum of Squares	df	Mean Square	F	Say.	Remarks
Learning Motivation	770,517	23	33,501	0,950	0,536	Linear
Learning Discipline	338,329	23	14,710	1,180	0,287	Linear

The results of the linearity test showed that the relationships between TikTok use intensity and learning motivation and learning discipline were linear, with significance values greater than 0.05. No deviation from linearity was found, indicating that consistent changes in both dependent variables followed changes in the TikTok usage intensity variable. Thus, the Research model is feasible for regression testing.

Table 4. Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Say.
	B	Std. Error			
Learning Motivation	(Constant)	6,809	2,561	2,658	0,009
	TikTok Use Intensity	0,002	0,087	0,002	0,024
Learning Discipline	(Constant)	2,998	1,805	1,661	0,100
	TikTok Use Intensity	0,056	0,061	0,089	0,913

The heteroscedasticity test for the two dependent variables showed that the residual variances were homogeneous, with p-values > 0.05 at all levels of TikTok use intensity. This

implies that there is no relatively stable error rate in the regression model, so the estimated regression coefficients are reliable and warrant further interpretation.

Table 5. Coefficient of Determination

Variabel	R	R Square	Adjusted R-Square	Std. Error of the Estimate
Learning Motivation	0,039	0,001	-0,008	5,906
Learning Discipline	0,092	0,008	-0,001	3,600

The results of the determination coefficient analysis showed that the adjusted R-squared value in the learning motivation and learning discipline model was very low and negative. These findings indicate that the intensity of TikTok use does not make a meaningful contribution to explaining the variation in students' learning motivation and learning discipline. This condition shows that other factors are more dominant in shaping students' motivation and learning discipline.

Table 6. Significance Test Results (t-test)

Variabel	Unstandardized Coefficients		Standardized Coefficients Beta	t	Say.
	B	Std. Error			
Learning Motivation (Constant)	20,710	3,349		6,185	0,000
TikTok Use Intensity	-0,045	0,114	-0,039	-0,396	0,693
Learning Discipline (Constant)	22,061	2,041		10,808	0,000
TikTok Use Intensity	-0,065	0,069	-0,092	-0,946	0,346

The results of the t-test with a significance of more than 0.05 further strengthened the finding that the intensity of TikTok use did not show a significant Influence on students' learning motivation and learning discipline. A negative regression coefficient indicates a tendency for a statistically insignificant relationship. Thus, this confirms that changes in TikTok use intensity are not accompanied by meaningful changes in students' learning motivation and learning discipline.

Overall, it can be concluded that, even though all regression assumptions have been met, the intensity of TikTok use does not have a significant effect on students' motivation and learning discipline. The impact of TikTok use on learning behavior may depend on the context of use and the student's ability to manage their time and learning activities.

D. Discussion

The results of this study show that the intensity of TikTok use does not have a significant effect on students' learning motivation and learning discipline at Muhammadiyah Purwodadi High School. The significance values for learning motivation and learning discipline were 0.693 and 0.346, respectively, both of which were greater than

0.05. In addition, the adjusted R-squared values indicate a very minimal and almost non-existent contribution of TikTok usage intensity to both variables (-0.008 for learning motivation and -0.001 for learning discipline). These findings suggest that usage intensity alone is insufficient to explain variations in students' learning behavior, as content quality and usage patterns appear to be more influential than duration of use.

These findings differ from several previous studies reporting a significant Influence of TikTok use on learning motivation and discipline. [Astalia et al \(2023\)](#) found that TikTok contributed 17.7% to students' learning motivation, while [Maida et al \(2024\)](#) reported a negative correlation between TikTok use and learning motivation. Similarly, [Maulana & Hudaya \(2022\)](#) demonstrated a positive effect of TikTok on adolescents' learning discipline. The inconsistency between these findings and the present study indicates that the impact of TikTok is highly contextual and may be influenced by differences in respondent characteristics, measurement indicators, and the purposes for which social media is used.

The absence of a significant effect in this study can be understood through the perspective of self-regulated learning, which emphasizes students' ability to manage time, attention, and learning goals independently ([Beboso & Bual, 2022](#)). Students who possess adequate self-regulation skills may remain motivated and disciplined despite frequent exposure to social media. This interpretation is supported by [Mat Said et al \(2025\)](#), who reported that although TikTok contributes moderately to distraction, other factors—such as time management and academic priorities—exert a stronger Influence on students' academic activities.

Furthermore, digital literacy plays a critical role in shaping how students interact with TikTok. [Gulzar et al \(2022\)](#) emphasize that students with low digital literacy tend to consume social media content without considering its educational value, whereas digitally literate students are more capable of selecting content that supports learning objectives. This finding aligns with reports from the [OECD \(2024\)](#), which state that excessive social media use can disrupt concentration and learning engagement, but its negative impact can be mitigated through effective regulation and purposeful use. Similarly, [UNESCO \(2023\)](#) notes that digital technology has significant educational potential but can become a distraction when not aligned with learning goals.

Several studies further support the notion that TikTok's impact on learning motivation is conditional rather than absolute. [Widarti et al \(2023\)](#) and [Wahyudi & Budiman \(2024\)](#) demonstrated that TikTok can positively Influence learning motivation when it is intentionally integrated as a learning medium. However, its Influence on learning discipline remains inconclusive, indicating the need for further investigation. This ambiguity may also be related to the level of parental and teacher supervision, as insufficient guidance can lead to uncontrolled use of social media among students ([Firamadhina & Krisnani, 2020](#)).

In line with [Wirentake \(2023\)](#), who found that social media can positively affect students' learning motivation under supportive conditions, this study's findings suggest that learning behavior in the digital era is shaped more by usage context, self-regulation, and environmental support than by usage intensity alone. Therefore, TikTok should not be

viewed solely as a disruptive platform but as a neutral medium whose educational impact depends on students' digital competence, learning orientation, and the support provided by schools and families.

E. Implication

The results of this study show that the intensity of TikTok use does not have a significant effect on students' motivation and learning discipline at Muhammadiyah Purwodadi High School. Theoretically, these results contribute to the study of social media in education by confirming that the relationship between social media use and student learning behavior is complex and cannot be explained solely by use intensity. There is a possibility that other factors play a greater role in determining motivation and learning discipline. Further Research is needed to explore other variables, such as the type of content accessed and how students integrate TikTok in learning activities.

Practically, these results can be a consideration for teachers and parents not to focus too much on limiting the duration of TikTok use. Instead, it can be directed toward developing digital literacy, guiding students to use TikTok for positive activities, and balancing social media use with academic activities. Thus, the focus can shift from concerns about the intensity of TikTok use to strategies for fostering students' motivation and learning discipline through a holistic, adaptive approach to technological advancements. In terms of social and educational policy, these findings recommend integrating digital literacy materials and the ethics of using social media into the school curriculum.

F. Limitation and Suggestion for Further Research

This study has several limitations, including a focus on the intensity of TikTok use, thereby ignoring other, more complex variables such as the type of content or the purpose of use that may influence motivation and learning discipline. In addition, the use of questionnaire instruments for data collection can lead to student response bias. The Research's limited location at SMA Muhammadiyah Purwodadi can limit the generalizability of the results to the broader population of high school students. There is limited time in Research activities, so data collection is carried out in a relatively short time. Finally, there are methodological limitations: the approach in this study is correlational, so it cannot establish causality between the variables studied.

For further Research, it is recommended to explore TikTok content in more detail and to use mixed-methods or quasi-experimental designs to gain a deeper understanding. In addition, expanding the study's location and population and using an experimental or quasi-experimental Research design can help identify causal relationships more accurately. Future Research may also consider mediating and moderating factors, such as parental support, time management skills, and the quality of the TikTok content students access, to provide more comprehensive insights into the Influence of social media on student learning behavior.

G. Conclusion

Based on the results of the data analysis and discussion, it can be concluded that the intensity of TikTok use does not have a significant Influence on motivation and learning discipline among students at Muhammadiyah Purwodadi High School. The results of the statistical testing showed that the intensity of TikTok use did not make a significant contribution to either variable. This finding differs from several previous studies that found TikTok's social media influences motivation and learning discipline. This study emphasizes that the intensity of TikTok use is not only a relevant factor in determining motivation and learning discipline, but other factors are more dominant in influencing students' motivation and learning discipline, such as the quality of the content accessed and how it is used in the context of learning, which play a more important role.

Acknowledgment

The author would like to express sincere gratitude to Prof. Dr. Sabar Narimo, MM., M.Pd., for his invaluable guidance, constructive feedback, and continuous academic support throughout the Research process and the preparation of this article. His insights and scholarly contributions have significantly refined the Research framework, data analysis, and the overall quality of this manuscript.

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