
THE IMPACT OF USING TIKTOK SOCIAL MEDIA ON THE LEARNING INTEREST OF AL-AZHAR MEDAN HIGH SCHOOL STUDENTS

Diqa Muhammad Farras¹, Syabil Khairan Mufid¹, Kania Azira¹,
Chika Rahmania Putri Sitepu¹, Fakhri Munawar¹

¹SMAS Al-Azhar Medan, Sumatera Utara, Indonesia

Received: 11/08/2026 | Revised: 23/08/2026 | Accepted: 19/09/2026 | Published: 13/10/2026

Abstract

The use of TikTok social media among adolescents has grown rapidly from merely an entertainment platform to a medium for sharing educational content. This study aims to analyze the impact of using TikTok social media on the learning interest of SMA Al-Azhar Medan students. A comparative quantitative approach was employed to compare two dimensions of impact: the Educational-Motivations Dimension (lesson comprehension and learning interest attraction) and the Distraction-Time Management Dimension (learning neglect and reduced study time). Data were gathered through a Google Forms online questionnaire distributed to 83–84 student respondents at SMA Al-Azhar Medan. The findings revealed that in the Educational-Motivation Dimension, the majority of students experienced a very high positive impact: 78.6% stated TikTok influenced their learning interest, 88.1% felt helped in understanding school lessons, and 89.2% became more interested in studying due to educational content on TikTok. Conversely, in the Distraction-Time Management Dimension, 63.9% of students felt that time spent on TikTok reduced their study time, and 48.2% admitted it caused them to neglect their studies. Comparative analysis showed a significant difference ($p < 0.05$), indicating that the educational benefits of TikTok are perceived more strongly than its distracting effects, although time management remains a challenge. The study concludes that TikTok serves as an effective informal learning tool but requires self-management strategies and digital literacy guidance.

Keywords: TikTok, Learning Interest, Comparative Quantitative, Social Media, SMA Al-Azhar Medan.

1. INTRODUCTION

The development of information and communication technology in the digital era has transformed the landscape of social interaction and student learning patterns. Social media, particularly short-form video platforms like TikTok, has become one of the most popular apps among Generation Z, including high school students. TikTok offers a For You Page (FYP) algorithm that can present content precisely tailored to user preferences. On the one hand, the short, visual, and interactive nature of TikTok content offers great potential for use as a fun, informal learning tool. However, the phenomenon of TikTok usage among Al-Azhar High School students in Medan demonstrates complex dynamics. The high intensity of TikTok usage raises concerns about potential distraction, loss of focus, and academic procrastination. Exposure to addictive short videos often takes away from students' time spent reviewing lessons at home.

Interest in learning is a key internal factor determining students' academic success. Interest in learning is characterized by interest, enjoyment, active engagement, and attention to the learning process. The use of TikTok is suspected to have a double-edged sword effect on interest in learning: on the one hand, it increases motivation and eases comprehension of the material, but on the other hand, it threatens discipline and study time management. Previous research conducted by Bujuri et al. (2023) and Putri et al. (2023) noted that social media has a strong correlation with learning motivation, but the impact varies significantly depending on content consumption patterns. Therefore, this study aims to comparatively examine the impact of TikTok social media use on the learning interests of Al-Azhar Medan high school students by comparing cognitive-educational aspects and efficiency of learning time management.

THE IMPACT OF USING TIKTOK SOCIAL MEDIA ON THE LEARNING INTEREST OF AL-AZHAR MEDAN HIGH SCHOOL STUDENTS

Diqa Muhammad Farras et al

2. RESEARCH METHOD

This study used a comparative quantitative research approach. This approach was chosen to compare the proportions and significance levels of two main indicators of the impact of TikTok use on Al-Azhar Medan high school students:

1. Dimension Group A (Educational Impact & Learning Motivation): Measured through the variables of influence of interest, understanding of lessons, and attractiveness of content.

2. Dimension Group B (Impact of Distraction & Time Management): Measured through the variables of learning neglect and reduced study time.

The population in this study was students at Al-Azhar High School in Medan. Sampling was conducted using a simple random sampling technique, with 83 to 84 students as respondents.

Primary data was obtained through a structured questionnaire distributed digitally using the Google Forms platform. The questionnaire consisted of five closed-ended questions with a dichotomous scale (Yes/No):

- Q1: Does TikTok social media influence your interest in learning?
- Q2: Does TikTok social media help you understand school lessons?
- Q3: Does TikTok social media make you neglect studying?
- Q4: Has the content on TikTok ever made you more interested in learning?
- Q5: Do you feel that time spent on TikTok reduces your study time?

Percentage data were analyzed using quantitative descriptive and comparative proportion analysis (Proportion Difference Test / Z-test for two proportions and Chi-Square) to compare TikTok's success in increasing learning interest compared to its negative effects on learning time efficiency.

3. RESEARCH RESULTS

Based on the results of the survey data collection obtained from the Google Forms instrument, the following are details of the responses of respondents from Al-Azhar Medan High School students on the five indicators:

No	Question Indicator	Number of Respondents (N)	Yes (%)	No (%)
1	The Influence of TikTok on Learning Interest	84	78.6% (66 students)	21.4% (18 students)
2	TikTok's Role in Helping Students Understand Lessons	84	88.1% (74 students)	11.9% (10 students)
3	TikTok's Potential to Cause Learning Disruption	83	48.2% (40 students)	51.8% (43 students)
4	The Appeal of TikTok Content for Learning	83	89.2% (74 students)	10.8% (9 students)
5	The Impact of TikTok on Reducing Study Time	83	63.9% (53 students)	36.1% (30 students)

Comparative Quantitative Analysis:

To conduct a comparative analysis, indicators are grouped into two main dimensions:

1. Educational-Motivational Dimension (Positive):

- P2 (Understanding of Material): 88.1% agree
- P4 (Interest in Learning via Content): 89.2% agree
- P1 (Influence on Interest): 78.6% agree
- Average Level of Positive Educational Perception: $(88.1\% + 89.2\% + 78.6\%) / 3 = 85.3\%$

2. Distraction-Time Management Dimension (Negative):

- P5 (Reduced Study Time): 63.9% agree
- P3 (Neglecting to Study): 48.2% agree
- Average Level of Distraction Effect: $(63.9\% + 48.2\%) / 2 = 56.1\%$

THE IMPACT OF USING TIKTOK SOCIAL MEDIA ON THE LEARNING INTEREST OF AL-AZHAR MEDAN HIGH SCHOOL STUDENTS

Diqa Muhammad Farras *et al*

Comparative Comparison between Dimensions: By comparing two average proportions (85.3% vs. 56.1%), a percentage difference of 29.2% was obtained. The significance test for the difference in proportions showed that the $Z_{\text{calculated}}$ value $> Z_{\text{table}}$ ($p < 0.001$), which statistically means that students' perceptions of the educational value and driving interest in learning from TikTok were significantly more dominant than the perception of its negative impact on disrupting study time.

4. DISCUSSION

The findings of this study show very interesting dynamics related to the use of TikTok by Al-Azhar Medan High School students.

1. TikTok's Role as a Catalyst for Learning Interest and Conceptual Understanding: 88.1% of students felt that TikTok helped them understand school lessons, and 89.2% stated that TikTok content successfully aroused their interest in learning. This is due to the shift in learning styles of Generation Z students who tend to be visual-auditory learners. Educational content on TikTok is presented in the form of animated summaries, short experiments, and explanations lasting 60 seconds to 3 minutes that are able to simplify complex concepts (such as Mathematics, Physics, and Foreign Languages). This is in line with the findings of Amelia & Ma'arif (2022) and Apriani (2025) who stated that interactive visual-based social media can dramatically increase students' motivation and comprehension of subject matter.

2. Time Management and Procrastination Challenges: While its educational benefits are widely recognized, findings on indicators of neglect (48.2%) and reduced study time (63.9%) highlight the risk of addiction (doomscrolling). The infinite scroll feature and unlimited algorithm recommendations have the potential to distract students from their independent study schedule. Interestingly, the proportion of students who stated they did not neglect their studies was still slightly higher (51.8%), indicating that most Al-Azhar Medan High School students have sufficient self-awareness and self-control in dividing their time between entertainment and academic obligations.

3. Comparative Synthesis: The statistical comparison results show that TikTok's positive impact on learning interest outweighs its negative impacts. This demonstrates that students aren't simply using TikTok for passive entertainment, but are actively seeking out and utilizing the platform's educational content to support their schoolwork.

5. CONCLUSION & SUGGESTION

Conclusion:

Based on the results of a comparative quantitative analysis of survey data from Al-Azhar Medan High School students, it can be concluded that:

1. TikTok social media has a significant impact on students' interests and learning processes. 2. The educational dimension shows very positive results, where 88.1% of students feel helped in understanding the lessons and 89.2% are motivated to learn by educational content on TikTok. 3. In the time management dimension, 63.9% of students feel their study time is reduced, but the majority of students (51.8%) are still able to maintain themselves so as not to neglect their main learning obligations. 4. The comparative results show that the educational benefits of TikTok (85.3%) are more dominant than its distraction effects (56.1%).

Suggestion:

1. For Students: It is hoped that they can improve digital self-regulation by utilizing the screen time limit feature on the TikTok application so that independent study time is not disturbed.

2. For Educators & Schools: Teachers at Al-Azhar High School Medan are advised to adopt TikTok's short, visual, and interactive material delivery style into classroom learning strategies to maintain students' interest in learning.

3. For Parents: Formulate wise guidance without absolutely prohibiting, but rather directing children to access educational accounts.

4. For Further Researchers: Further experimental research is needed to measure the direct correlation between the duration of TikTok access and the achievement of learning outcomes (GPA/Report Card Grades).

REFERENCES

- Amelia, NP, & Ma'arif, S. (2022). Pengaruh penggunaan media sosial TikTok terhadap kemampuan numerasi matematika siswa kelas IV di SD. *Jurnal Cakrawala Pendas*, 8(4), 1201–1207.
<https://doi.org/10.31949/jcp.v8i4.2885>
- Apriani, KA (2025). Pengaruh aplikasi TikTok terhadap minat belajar siswa pada mata pelajaran IPAS materi interaksi sosial di SD N 08 Palembang. *ILMU PENGETAHUAN: Jurnal Inovasi Pendidikan Matematika dan IPA*, 5(1), 258–265. <https://doi.org/10.51878/science.v5i1.4270>
- Bujuri, DA, Sari, M., Handayani, T., & Saputra, AD (2023). Penggunaan media sosial dalam pembelajaran: Analisis dampak penggunaan media TikTok terhadap motivasi belajar siswa di sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, 10(2), 112–127. <https://doi.org/10.30659/pendas.10.2.112-127>
- Putri, FA, Cahyadi, F., & Budiman, MA (2023). Analisis dampak penggunaan media sosial TikTok terhadap minat belajar matematika siswa kelas IV SD Negeri Pandean Lamper 02. *Wawasan Pendidikan*, 3(2), 745–754.
<https://doi.org/10.26877/wp.v3i2.16260>
- Ramdani, NS, Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial TikTok sebagai media pembelajaran dalam pembelajaran berani. *Akademika: Jurnal Teknologi Pendidikan*, 10(2), 425–436.
<https://doi.org/10.34005/akademika.v10i02.1406>