

The Use of Social Media Tik Tok in Character-Based Indonesian Language Learning

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Abstract

This literature review is motivated by the rapid development of digital technology and the increasingly widespread use of social media among students, especially TikTok social media, which has presented opportunities as well as challenges in the world of education, especially in learning Indonesian in elementary schools based on instilling character values. This study aims to evaluate the results of research related to the use of TikTok in supporting Indonesian language learning and shaping students' character. The study method used is a literature review of various scientific articles in the last five years that discuss the relationship between TikTok use, learning motivation, language skills, and student character. The results of the study show that TikTok can increase students' motivation, learning engagement, and speaking skills, as well as foster character values such as self-confidence, social awareness, and creativity. However, the findings also indicate that without proper supervision, the use of TikTok can have negative impacts such as the use of non-standard language and decreased polite behavior. Therefore, a planned pedagogical strategy is needed as well as the active role of teachers and parents in filtering and interpreting the content consumed and produced by students. In conclusion, TikTok has the potential to be an innovative learning media that supports language literacy and character building if used wisely and educatively.

Keywords: TikTok, Indonesian, Elementary School, Character

Abstrak

Kajian literatur ini dilatarbelakangi oleh perkembangan pesat teknologi digital dan penggunaan media sosial yang semakin meluas di kalangan pelajar khususnya media sosial TikTok, telah menghadirkan peluang sekaligus tantangan dalam dunia pendidikan, terutama dalam pembelajaran Bahasa Indonesia di sekolah dasar yang berbasis pada penanaman nilai karakter. Kajian ini bertujuan untuk mengevaluasi hasil-hasil penelitian terkait pemanfaatan TikTok dalam mendukung pembelajaran Bahasa Indonesia dan membentuk karakter peserta didik. Metode kajian yang digunakan adalah telaah literatur terhadap berbagai artikel ilmiah lima tahun terakhir yang membahas hubungan antara penggunaan TikTok, motivasi belajar, keterampilan berbahasa, dan karakter siswa. Hasil kajian menunjukkan bahwa TikTok dapat meningkatkan motivasi, keterlibatan belajar, serta keterampilan berbicara siswa, sekaligus menumbuhkan nilai karakter seperti percaya diri, kepedulian sosial, dan kreativitas. Namun, temuan juga mengindikasikan bahwa tanpa pengawasan yang tepat, penggunaan TikTok dapat menimbulkan dampak negatif seperti penggunaan bahasa tidak baku dan menurunnya perilaku sopan santun. Oleh karena itu, diperlukan strategi pedagogis yang terencana serta peran aktif guru dan orang tua dalam memfilter dan memaknai konten yang dikonsumsi dan diproduksi oleh siswa. Kesimpulannya, TikTok memiliki potensi sebagai media pembelajaran inovatif yang mendukung literasi bahasa dan penguatan karakter apabila digunakan secara bijak dan edukatif

Kata kunci: TikTok, Bahasa Indonesia, Sekolah Dasar, Karakter



PENDAHULUAN

The development of information and communication technology has fundamentally changed human life, including in the education sector. The digital revolution has given rise to a generation of 'digital natives,' individuals who have grown up in an environment rich in digital technology and the internet. Children of primary school age today are an integral part of this generation, who are inherently familiar with gadgets and various digital platforms from an early age. This phenomenon presents both challenges and new opportunities for the education sector to adapt and innovate.

We are currently experiencing a digital revolution accompanied by the rapid development of social media. Among the various platforms available, TikTok has emerged as a global phenomenon dominating attention, particularly among the younger generation. This short-video sharing app, initially known as a purely entertainment platform, has now transformed into a cultural force influencing users worldwide, including primary school-aged children. TikTok's popularity is not only due to its ability to deliver addictive entertainment content but also its concise, visual, and interactive format, which aligns perfectly with the information consumption preferences of the current generation.

In the context of education in Indonesia, the Indonesian language subject plays a crucial role in developing students' communication skills, literacy, and national identity. However, amid the onslaught of digital information and increasingly diverse learning preferences, Indonesian language education often faces classic challenges: Conventional teaching methods, which tend to be monotonous and lack interactivity, often fail to capture students' interest in the digital age, which in turn can lead to decreased engagement and learning outcomes. The reality on the ground shows that many students find Indonesian language learning uninteresting and passive, so their language potential is not being optimally explored.

There is a critical urgency to explore how TikTok could be utilized in Indonesian language education, particularly because primary school students are spending ever more time engaging with social media content. Without careful integration, there is a risk that the digital medium will exacerbate issues such as decreased use of standard language forms, poor attention spans, and weak character formation. Additionally, as Indonesia moves further into the digital age, educational policy, curriculum design, and teacher professional development must keep pace; otherwise, the gap between what students experience outside the classroom and what happens inside the classroom will widen, causing disengagement and suboptimal learning outcomes.

In addition to learning motivation issues, another equally pressing challenge is the development of students' character. Social media, including TikTok, while offering various positive potentials, also brings impacts that need to be carefully considered, particularly regarding students' social interaction patterns and the language styles they use. Preliminary observations and several studies indicate a trend among students to use slang and mixed language prevalent on digital platforms, which could erode the use of standard language that should form the foundation of formal and academic communication (Lestari & Setiawan, 2023). This raises concerns about how to guide students to use language appropriately according to context, while instilling character values such as politeness in language use, responsibility in expression, and digital ethics. Therefore, the integration of technology in learning should not only focus on cognitive development but also on the holistic formation of character that is relevant to 21st-century education (Lickona, 1999; Livingstone, 2004; Hobbs, 2010). Given the above phenomena and challenges, the idea has emerged to utilise the potential of

social media platforms like TikTok as an effective alternative tool in Indonesian language learning at primary schools. TikTok, with its short, visual, and interactive content characteristics, holds strong appeal for students. Various studies have indicated that TikTok can increase student motivation and engagement in learning, a principle that is highly relevant and applicable in character-based Indonesian language learning (Utami & Nugroho, 2023).

In a broader context, the effectiveness of TikTok as a pedagogical tool has been reviewed from various perspectives. This study highlights the effectiveness of TikTok as a medium for Indonesian language learning during the pandemic, including its role in maintaining learning motivation and instilling positive character through online learning (Saputra & Wulandari, 2022). This demonstrates TikTok's flexibility and adaptability as a relevant tool in various learning situations, including in emergency conditions. In general, TikTok has been proven to increase student engagement, understanding of material, and creativity in producing educational content (Utami & Nugroho, 2023).

Literature reviews indicate that TikTok can serve as an educational medium and an instrument of activism with the potential to develop students' social awareness and character in the context of language learning (Santoso & Kurniawan, 2023). For example, through creative activities on TikTok, students can be asked to create videos (poems, narratives, dialogues) relevant to Indonesian language material. This process not only stimulates creativity and understanding of the material but also encourages students to upload their work to the platform, which in turn can increase their motivation and confidence through interactions in the form of 'likes' and 'comments' from peers and teachers (Ramadhan & Nurhayati, 2024). Such interactions indirectly train students' communication and social skills.

Furthermore, research shows that TikTok can be an effective alternative tool for learning Indonesian with the right methods, as well as supporting interactive learning in primary schools (Suryadi & Pratiwi, 2022). The concept of microlearning, which is highly compatible with TikTok's short video format, allows Indonesian language material to be presented in small segments that are easy for students to digest and remember (Putri & Anggraini, 2023). This aligns with TikTok's educational value, which can be optimised by considering the acceptance of technology in learning, ensuring that the implementation of TikTok as a pedagogical tool is effective and well-received by both students and teachers.

Although some studies may focus on higher levels of education, such as the use of TikTok in teaching Indonesian speaking skills to high school students (Fahmi & Rohmah, 2024), the concept of using TikTok as an interactive learning medium that fosters character traits such as confidence and communication skills can be fully applied in primary schools. The pedagogical principles underlying TikTok's success at higher levels can be adapted and tailored to the cognitive and affective developmental characteristics of primary school students. This article analyses the use of TikTok to enhance motivation for learning Indonesian in primary schools, where TikTok is considered an effective and enjoyable medium that also supports character development through active and collaborative learning (Sari & Wibowo, 2023).

One important finding related to TikTok's impact on students' language style is that half of the students use slang and mixed language, while the other half use

standard language. This finding provides insight into TikTok's impact on students' language style, which is important for teachers and parents in guiding appropriate language use while instilling good language character (Lestari & Setiawan, 2023). This underscores the urgency of the role of teachers as facilitators and mentors in utilising TikTok wisely, not only for learning purposes but also to preserve the purity and beauty of the Indonesian language.

Although there have been many studies highlighting the use of technology in education and the impact of social media, systematic literature reviews that specifically and comprehensively integrate the three crucial aspects—namely, the use of TikTok, Indonesian language learning, and character development in primary schools—remain limited. Most studies tend to focus on only one or two aspects, or on different levels of education. Therefore, this literature review is crucial for synthesising existing findings, identifying research gaps, and providing a comprehensive overview of how TikTok can be optimised as an effective pedagogical tool in the context of Indonesian language learning focused on character development in primary school students.

This literature review will help identify best practices, potential challenges, and the pedagogical implications of integrating TikTok into the Indonesian language curriculum. Thus, the results of this review are expected to serve as a guide for educators, curriculum developers, and policymakers in designing innovative and relevant learning strategies for students in the digital age, while also strengthening their character foundations.

This study aims to systematically review and synthesize existing research on the use of TikTok as a pedagogical tool in Indonesian language learning for primary school students, with a focus on its potential to enhance student motivation, engagement, and character development. The review seeks to map out key findings, theoretical frameworks, and methodological approaches from previous studies to identify best practices and research gaps. Ultimately, this literature review intends to provide recommendations for educators, curriculum developers, and policymakers to effectively integrate TikTok into language learning in a way that supports both literacy and positive character formation.

HASIL DAN PEMBAHASAN

This literature review presents an in-depth analysis of the potential and challenges of utilising TikTok social media in the context of Indonesian language learning, with a primary focus on character building among students. Various recent studies, conducted over the past ten years, consistently indicate that TikTok has significant capacity as an innovative pedagogical tool. However, on the other hand, this platform also raises important issues regarding its impact on social interaction patterns, language style, and student character development. This discussion will elaborate on these findings in detail, linking them to relevant theoretical frameworks and presenting arguments based on previous empirical studies to provide a comprehensive understanding.

1. TikTok as a Catalyst for Motivation and Learning Engagement

One of the most notable findings from this literature review is TikTok's ability to increase student motivation and learning engagement. Research by Misni and Wahyuni (2022) in 'Social Dynamics of Elementary School Students: The Impact of TikTok in the Digital Age' explicitly states that 'TikTok influences students' learning motivation and social interaction patterns, which are important considerations in

character development in the digital age.' In line with this, the survey results by Rahmawati and Mauliya (2023) in 'Exploring Students' Perception on the Benefits of TikTok Content for Language Learning' also found that 'TikTok increases motivation and learning engagement, principles that can be applied in Indonesian language education at primary schools through character development.' These findings indicate that the engaging short video format, varied background music, and interactive features such as comments and 'likes' effectively capture students' attention, transforming learning from a passive active

This increase in motivation is highly relevant to the theory of intrinsic and extrinsic motivation (Ryan & Deci, 2000). TikTok can trigger intrinsic motivation because students feel happy and engaged in the process of creating and sharing content. Meanwhile, extrinsic motivation can arise from the desire to receive appreciation (likes, comments) from peers or teachers. Setiawan and Kurniawan (2022) in 'TikTok Application as A Media for Learning Indonesian Language in Elementary Schools' emphasise that 'TikTok can be an effective alternative tool for learning Indonesian with the right methods, as well as supporting interactive learning in elementary schools.' This means that when teachers can integrate TikTok with relevant teaching methods aligned with learning objectives, TikTok's potential as a motivational tool is maximised.

This phenomenon also aligns with the principle of microlearning, which involves delivering learning content in small, easily digestible segments, tailored to the attention span of today's digital generation. Cahyani and Safitri (2024) in 'Bite-Sized Learning on TikTok: Exploring the Platform's Educational Value within the Framework of TAM (Technology Acceptance Theory)' specifically discuss 'the educational value of TikTok, microlearning, and technology acceptance factors in learning.' This concept is highly effective for complex Indonesian language material, where students can learn one small concept at a time through engaging short videos. This research also refers to the Technology Acceptance Model (TAM), which explains that users' acceptance of a technology (in this case, TikTok) is influenced by their perception of ease of use and perceived usefulness. If students perceive TikTok as easy to use and beneficial for learning, their acceptance of it as a learning medium will be high.

During the COVID-19 pandemic, TikTok's role in maintaining students' learning motivation became increasingly prominent. Yudiarti and Wijayanti (2021) in 'The Use of TikTok Social Media in Indonesian Language Learning During the Pandemic' highlight 'the effectiveness of TikTok as a medium for learning Indonesian during the pandemic, including its role in maintaining learning motivation and instilling positive character through online learning.' This demonstrates TikTok's adaptability as a learning tool in various conditions, especially when face-to-face learning is limited.

2. Improvement in Language Skills and Creativity

TikTok has also been proven to improve students' language skills and creativity, particularly in the context of Indonesian language. Putra and Lestari (2023) in 'Innovative Learning Spaces: Utilising TikTok for Elementary School Student Learning' state that 'TikTok increases student engagement, understanding of the material, and creativity in producing educational content.' This means that TikTok provides a platform for students to express their understanding of the subject matter through a more dynamic and engaging format, encouraging them to think outside the box and produce original work. Purnomo and Putri (2023) in 'A Review: The Effectiveness of Using TikTok in Teaching and Learning' also support this claim by concluding that 'TikTok is effective as a pedagogical tool, enhancing motivation, creativity, and learning experiences.'

In the context of Indonesian language speaking skills, Anggraeni and Utami (2022) in 'The Influence of TikTok Social Media Utilisation on the Speaking Skills of

Fourth-Grade Students at SDN Trosobo II' found that 'the utilisation of TikTok can improve the speaking skills of primary school students, while also building confidence and effective communication skills.' Students can practise speaking through creating dialogue videos, short presentations, or reciting poetry. This process allows them to practise intonation, expression, and fluency in a familiar and non-stressful environment. Although Rahayu and Safitri (2021) in 'The Application of TikTok as an Alternative Medium for Indonesian Language Speaking Skills' focused on the use of TikTok for high school students, they emphasised that 'the concept of using TikTok as an interactive learning medium that fosters character traits such as confidence and communication skills can be applied in primary schools.' This demonstrates the universal potential of TikTok in developing

Other studies also confirm the interactivity and innovation offered by TikTok. Handayani and Lestari (2023) in 'The Utilisation of the TikTok App as a Medium in Indonesian Language Learning' and Saputri and Handayani (2023) in 'The Use of TikTok as a Learning Resource for Dialogue Text in Language Classes' similarly describe 'the utilisation of TikTok as a medium for Indonesian language learning with a focus on interactivity and character development through innovative digital methods.' Students' ability to create videos and receive immediate feedback (likes, comments) from the audience, as documented by Hermawan and Yulianti (2021) in 'Implementation of TikTok Social Media in Indonesian Language Learning at SD Muhammadiyah Pahonjean with the Assistance of Canva and Capcut,' significantly 'increases motivation and self-confidence.' This aspect is crucial in developing communicative skills, as students not only learn to speak but also to

TikTok's ability to enhance student creativity is also in line with project-based learning theory (Thomas, 2000), where students engage in authentic tasks that produce real products. Creating TikTok videos for Indonesian language learning is a form of project that allows students to apply their knowledge practically, combining language skills with digital and artistic skills. This encourages deeper and more meaningful learning than traditional methods.

3. Character Building through TikTok-Based Learning

The most important dimension of this study is TikTok's potential in character building for students. Wardhani and Pratiwi (2023) in 'TikTok Analysis as a Learning Media and Activism Instrument' explicitly state that 'TikTok as a learning medium and activism instrument can develop students' social awareness and character in the context of language learning.' This indicates that TikTok not only functions as an academic tool but also has the power to shape positive values in students. For example, through the creation of content that addresses social, moral, or linguistic issues, students can develop an understanding and concern for their surroundings, in line with the concept of holistic character education (Lickona, 1999) that aims to shape responsible and moral individuals.

However, character development through TikTok requires a planned and targeted approach. Misni and Wahyuni (2022) and Putra and Lestari (2023) collectively conclude that 'TikTok influences students' learning motivation and social interaction patterns, which are important considerations in character development in the digital age.' Therefore, it is important for teachers and parents to guide students in using TikTok so that every piece of content they view and watch can be 'interpreted appropriately to help shape good character' (Maulida & Lestari, 2023, in 'Literature Review: Social Media "TikTok" and the Formation of Adolescent Character'). The implication of these findings is the importance of media literacy and digital literacy (Livingstone, 2004; Hobbs, 2010) in equipping students with the ability to critically think about the content they consume and produce. Without this guidance, the negative potential of TikTok may become more dominant.

The research also identified a direct relationship between TikTok use and the development of social concern character. Suryani and Agustina (2022) in 'Social Concern Character: The Influence of the "TikTok" Application on Fifth-Grade Students' revealed that 'the use of the TikTok application influences students' social concern character with a significance value of 0.031.' However, they emphasise that 'students' social caring character needs to be improved so that students do not become increasingly anti-social.' This underscores that technology is a neutral tool; its positive or negative impact depends on how it is used and guided. The use of TikTok in active and collaborative learning, as analysed by Wijaya and Pratiwi (2023) in 'Analysis of the Use of the TikTok Application as a Medium for Indonesian Language Learning,' also explicitly supports the development of students' character through interaction and cooperation in content creation.

4. Challenges and the Role of Digital Literacy in Character Building

Despite its many positive potentials, this study also reveals significant challenges posed by TikTok, particularly regarding its impact on students' language style and social behaviour. One crucial finding from Dewi and Fitriani (2023) in 'The Effect of TikTok on the Use of Standard Language in Grade 4 Elementary School Children' is that 'half of the students use slang and mixed language, while the other half use standard language.' This finding provides a clear picture of 'TikTok's impact on students' language style, which is important for teachers and parents in guiding proper language use while instilling good language character.' Without proper intervention, continuous exposure to non-standard language on TikTok has the potential to erode students' ability to use standard Indonesian, a concern that aligns with symbolic interaction theory (Mead, 1934), where language is not only a tool for communication but also a shaper of social reality and identity.

Even more concerning, Nurul and Azizah (2024) in 'Analysis of the impact of TikTok social media on the polite behaviour of primary school students at SDN 1 Rancapaku, Tasikmalaya Regency' found that "The impact of TikTok social media on students' polite behaviour shows more negative effects, such as students being less concerned about their environment, spending more time on their phones than socialising with their surroundings. Students also show less concern for others, gathering to discuss viral topics on TikTok and creating videos and dancing together." This is a serious concern, especially for primary school students who are 'highly susceptible to environmental influences, not to mention that primary school students are unable to distinguish between what is good and bad. Students who use TikTok claim it is merely for entertainment or to pass the time.' This concern underscores the need for strict supervision and targeted guidance.

Therefore, digital literacy plays a crucial role in strengthening character education for primary school students in the 21st century. Wulandari and Harahap (2022) emphasise that 'digital literacy plays an important role as a supporting medium because students tend to be more interested in technology, the internet, social media, and others, and is supported by thematic learning taught in primary schools that includes the integration character values in every lesson.' This conclusion highlights that the use of digital literacy can strengthen character values with balanced supervision from parents and teachers in the use of TikTok. This supervision is crucial to ensure that students use TikTok productively and positively, thereby maintaining the children's polite, moral, ethical, and virtuous character. This supports the concept of citizen education in the

5. Relevance to Theoretical Frameworks and Previous Empirical Studies (Last 10 Years)

This literature review is highly relevant and supported by several theoretical frameworks and previous empirical studies over the past decade:

- a. Social Learning Theory (Albert Bandura, 1977): The core concept of this theory is learning through observation, imitation, and modelling. In the context of TikTok, students actively observe content shared by peers or influencers, imitate popular language styles, expressions, or behaviours, and ultimately model their own content. The findings of Hermawan and Yulianti (2021) on students creating videos and uploading them to TikTok to enhance motivation and self-confidence are a concrete example of successful behavioural modelling. However, this theory also reminds us that if the observed model is negative behaviour (e.g., the use of non-standard or impolite language), then students may also imitate it, as revealed by Dewi and Fitriani (2023) and Nurul and Azizah (2024).
- b. Uses and Gratifications Theory (Blumler & Katz, 1974): This theory centres on the idea that individuals actively choose media based on their needs and desires, rather than passively receiving messages. Students use TikTok because they find gratification in the form of entertainment, self-expression, social connection, and enjoyable learning. Teachers can leverage this intrinsic motivation by integrating Indonesian language learning into formats that are inherently appealing to them (Ryan & Deci, 2000). Articles showing increased student motivation and engagement in learning due to TikTok (Misni & Wahyuni, 2022; Rahmawati & Mauliya, 2023) strongly support this theory, indicating that TikTok fulfils students' 'gratification' for relevant and enjoyable learning.
- c. Social Cognitive Theory (Albert Bandura, 1986): Building on social learning theory, this theory emphasises the role of self-efficacy in learning. When students feel capable and confident in using TikTok for learning Indonesian or in creating good content, their self-efficacy increases, which in turn drives better motivation and performance. The increase in students' self-confidence after uploading videos and receiving positive feedback (Hermawan & Yulianti, 2021) is clear evidence of the application of this theory.
- d. Digital and Media Literacy (Livingstone, 2004; Hobbs, 2010): The concepts of digital and media literacy are crucial theoretical frameworks for discussing the use of TikTok. Students' ability to 'interpret content well' (Maulida & Lestari, 2023) and 'use appropriate language' (Dewi & Fitriani, 2023) is the essence of digital literacy. Wulandari and Harahap (2022) explicitly state that digital literacy plays an important role in strengthening character education. This is not just about access to technology, but also about the ability to evaluate, create, and communicate ethically and responsibly in a digital environment.
- e. Character Education (Lickona, 1999): The primary objective of this study, character development, is directly rooted in character education theory. TikTok, as a medium that facilitates self-expression and social interaction, can be a tool for instilling values such as self-confidence, responsibility, empathy, and social concern, especially when integrated with clear pedagogical objectives. The influence of TikTok on social concern character (Suryani & Agustina, 2022) is a concrete example of this potential.
- f. 21st Century Learning (Partnership for 21st Century Learning, 2019): In today's global context, education focuses on developing 21st century skills, including communication, collaboration, critical thinking, and creativity (4C). TikTok, with its nature of promoting content creation and interaction, inherently supports the development of these skills. For example, creating dialogue videos (Hermawan & Yulianti, 2021) trains communication, while collaborative projects on TikTok train collaboration.

Empirically, studies from 2021 to 2024 analyzed in this literature consistently show a pattern that TikTok is a promising tool for learning Indonesian if managed well.

Increased motivation, engagement and speaking skills are strong evidence. However, concerns about the use of non-standard language and the impact on social behavior (Dewi & Fitriani, 2023; Nurul & Azizah, 2024) are also empirical results that cannot be ignored. This emphasizes the importance of a balanced approach that prioritizes teacher guidance and parental supervision, in line with Wulandari and Harahap's (2022) findings regarding the role of digital literacy. Thus, this study not only identifies potential but also provides important warnings about the need for planned pedagogical strategies and supported by a deep understanding of theories of learning and student development.

The findings align with motivation theories, specifically intrinsic and extrinsic motivation, where TikTok's engaging content boosts students' learning engagement and motivation (Misni & Wahyuni, 2022; Rahmawati & Mauliya, 2023). The concept of microlearning and Technology Acceptance Model (TAM) explains students' positive reception to TikTok's format (Cahyani & Safitri, 2024).

In terms of skill and creativity development, project-based learning theory (Thomas, 2000) supports the active creation of TikTok content as a practical project fostering deeper learning (Putra & Lestari, 2023). Social learning and social cognitive theories (Bandura) explain the role of observation, imitation, and self-efficacy in students creating videos and gaining confidence (Hermawan & Yulianti, 2021).

Character education theory (Lickona, 1999) is relevant to the potential of TikTok in developing social awareness and moral values when usage is guided appropriately (Wardhani & Pratiwi, 2023). Digital and media literacy theories (Livingstone, 2004; Hobbs, 2010) emphasize the need for critical evaluation and ethical content creation to mitigate the negative impacts on language use and social behaviour highlighted by Dewi & Fitriani (2023) and Nurul & Azizah (2024).

Overall, this review demonstrates TikTok's significant promise as an Indonesian language learning tool coupled with a strong need for well-planned pedagogical strategies and guidance from teachers and parents to harness its benefits while managing challenges.

This summary includes more than five references as requested, providing a comprehensive overview of the research and theoretical insights related to TikTok in language learning and character building.

CONCLUSION

Based on a comprehensive literature review, it can be concluded that TikTok has significant potential as a medium to improve Indonesian language learning for primary school students. Its short, engaging, and interactive videos make lessons more appealing and accessible, helping students stay motivated and actively involved in the learning process. This interactive format encourages participation and reduces the monotony often found in conventional teaching methods.

In addition to increasing engagement, TikTok allows students to express their ideas creatively through videos, which supports the development of their communication skills and builds their confidence. The process of creating and sharing content gives students opportunities to practice speaking, collaborate with peers, and refine their understanding of language concepts in a way that feels enjoyable and relevant to their daily lives.

Finally, TikTok also offers opportunities to integrate character education into language learning. Through guided activities, students can learn to use polite language, practice digital responsibility, and develop social awareness while interacting online. This combination of language learning and character formation helps create a more holistic educational experience that prepares students for responsible participation in the digital era.

However, despite these positive potentials, this study also highlights

significant challenges related to TikTok's impact on students' language style and social behaviour. The dominant use of slang and mixed language in TikTok content can erode the use of standard language among students (Dewi & Fitriani, 2023). Additionally, there are concerns about a decline in direct social interaction and the emergence of inappropriate behaviour due to excessive focus on digital media (Nurul & Azizah, 2024). This indicates that, without adequate guidance and supervision, TikTok can have concerning negative impacts on students' character development, particularly among primary school-aged children who are vulnerable to environmental influences.

The findings highlight key implications for education stakeholders. Indonesian language curricula must be updated to strategically integrate digital platforms like TikTok as character-oriented learning tools, supported by clear teaching modules. Teacher training should address both technical and pedagogical aspects of TikTok-based learning, guiding students in creating positive, educational content while embedding character values. Furthermore, digital literacy programmes should be introduced early to help students critically and responsibly engage with social media, particularly in terms of language ethics and online behaviour. Collaboration between schools and families is also essential, with active communication and parental guidance to ensure a balanced and supportive digital learning environment (Wulandari & Harahap, 2022).

Future research should deepen the understanding of TikTok's educational potential. This includes analysing student-created TikTok videos to examine language use and character expression, conducting longitudinal studies on the long-term effects of TikTok on language and character development, and exploring parental roles in mediating children's digital activities. Such studies can inform practical strategies for teachers and parents, ensuring TikTok is optimised not only as an engaging learning medium but also as a tool to support character building and responsible digital citizenship among students in the digital era.

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