

The Role of Islamic Education Teachers in Addressing the Negative Impact of the TikTok on Teenagers in Lampung, Indonesia

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Abstract

This study investigated the role of Islamic education teachers in mitigating the negative impacts of TikTok on teenagers in Lampung, Indonesia. This study aimed to assess the extent of TikTok usage among teenagers, identify the associated negative effects, and analyze the strategies employed by Islamic education teachers to address these issues. This field study employed a qualitative case study approach, with a sample consisting of 455 adolescents (both male and female) aged 12 to 18 years, and 35 Islamic education teachers who actively participated in the intervention. Data collection was conducted in three stages: observation, interviews, and document analysis. Questionnaires and instruments were designed, and data obtained from Islamic education teachers were analyzed using the Miles and Huberman theoretical framework. The findings revealed that TikTok had a significant negative impact on teenagers, manifesting in various detrimental outcomes. Islamic education teachers have already implemented numerous roles and solutions to combat these issues, highlighting the necessity for a comprehensive and serious approach to address this problem. This study underscores the importance of empowering adolescents to resist the risks associated with the unwise and morally harmful use of TikTok, thus protecting their ethical development and well-being.

Keywords: Islamic Education Teacher; Negative Impact; Teenagers; TikTok



INTRODUCTION

Digital addiction to social media (Bezençon et al., 2023; Kor & Shoshani, 2023; Longobardi et al., 2020; Menon, 2022; Sharabati et al., 2022). Adolescents often spend a significant amount of time watching and creating content on TikTok, which can disrupt their balance between online and offline activities (Van Der Bend et al., 2023). This addiction can negatively affect their mental and physical health as well as their productivity in other activities (Falgoust et al., 2022; Pretorius et al., 2022). The TikTok app frequently showcases content portraying adolescents in poor light (Scherr & Wang, 2021). This can trigger feelings of inferiority and dissatisfaction among adolescents who compare themselves to others on a platform (Muñoz-Rodríguez et al., 2023). TikTok has become a platform for cyberbullying. Adolescents are vulnerable to bullying, harassment, and insults from other users (Haltigan et al., 2023). This significantly affects their mental and emotional health and increases the risk of mental disorders, such as depression and anxiety (Vall-Roqué et al., 2021).

Currently, the negative impacts that frequently occur among adolescents are often overlooked by educational researchers. First, the TikTok app has many negative effects, particularly among adolescents. Some content contains violence, excessive sexualization, or other dangerous behaviors (Alaggia & Wang, 2020; Gewirtz-Meydan & Lassri, 2021; Jacques et al., 2023; Roth et al., 2021; Seekis & Kennedy, 2023). Exposure to such content can influence the development of adolescents' religious values and morality (Conradie & Nagel, 2022; Hardie, 2022). Second, excessive use of TikTok can reduce adolescent productivity, such as lowering academic performance, consuming time that interferes with sleep (Sultan et al., 2023), and reducing time for real-world social interaction (Wasike, 2023). Third, adolescents face privacy and security risks when using TikTok (Stieger & Wunderl, 2022). Many privacy settings are complex

and adolescents may not be aware of the potential misuse of their personal data by irresponsible parties (Tullett-Prado et al., 2023). They are tempted to follow trends to the extent that they neglect their health (Astleitner et al., 2023; Zulfahmi et al., 2023). To date, no study has specifically focused on the role of Islamic education teachers in addressing the negative effects of TikTok on adolescents.

Research Objectives

This study aims to address this gap by outlining the role of teachers and Islamic education (Pendidikan Agama Islam abbreviated PAI in Bahasa Indonesia) solutions in mitigating the negative effects of TikTok on adolescents. This will be accomplished by addressing three questions. First, how is TikTok currently being used among adolescents? This question focuses on how educational institutions respond to widespread disruptions caused by the negative effects of TikTok. Second, what are the frequent negative effects on adolescents? This question primarily concerns how adolescent morality (students) has been affected by TikTok's new negative influences. Third, what is the role of Islamic Education (PAI) teachers and their solutions in mitigating the negative effects of TikTok on adolescents? The following sections address these three questions.

This study is based on the following three arguments. First, the wise use of TikTok among adolescents has not been seriously addressed, and as a result, many adolescents continue to view trending video content that deviates from Islamic teachings. Second, it is evident that the negative effects of TikTok can harm the moral values and behavior of adolescents, yet this issue is still neglected due to a lack of specific oversight by relevant parties. Third, educational institutions, particularly teachers, must take action and provide solutions to these negative effects. In other words, Islamic education teachers must maintain their professionalism in striving to create a

generation of youths with morals and integrity who are beneficial to religion, the nation, and the state.

LITERATURE REVIEW

Social Media Use Among Adolescents

Social media has become an integral part of modern society (Büttner et al., 2023; Chemnad et al., 2023). One of the main benefits of social media is that it facilitates communication and social interaction (Al-Ansi et al., 2023; Conti et al., 2023). Social media delivers many messages virtually (Lazard, 2021), allowing people to easily connect with friends, family, and colleagues around the world (Scott et al., 2022). A good understanding of social media can help us harness its potential in a positive way in daily life (Fauziyah et al., 2023; Matarazzo et al., 2021; Mone et al., 2022). In addition, social media allows the formation of communities based on shared interests and identities (Agbo et al., 2021; Lüders et al., 2022; Shohiha et al., 2022). Furthermore, social media provides real-time access to information (Pennington et al., 2022), allowing users to stay updated with the latest news (Schäfer, 2020), follow developments in industries or topics of interest (Zhan et al., 2023), and gain new insights through educational content (Grybauskas et al., 2022).

Social media use among adolescents has become a significant phenomenon in the digital era, with adolescents being one of the most impacted groups (Nabity-Grover et al., 2023; Prados-Peña et al., 2022; Susanto & Dwijayanto, 2022; Wang & Teo, 2024). They are often active on platforms like TikTok, Instagram, Facebook, Twitter, Snapchat, and many others (Gentina et al., 2021; Safitri, 2022). Social media offer them a way to connect with peers, share experiences, and express themselves (Dumford et al., 2023). Adolescents can interact with people all over the world, exchange ideas, and build communities based on common interests (Breines et al., 2020). However, it is crucial

for adolescents to use social media wisely so that they can limit their time and choose positive and beneficial content (Brammer et al., 2022). Excessive social media activity can lead to addiction, depression, anxiety, and stress (Labrecque et al., 2021; Ozimek et al., 2023).

Negative Impacts of TikTok

TikTok is a popular social media application. An online survey reported that TikTok was downloaded 738 million times, with total downloads exceeding 1.5 billion (Su et al., 2021). One of TikTok's main attractions is that users can easily record their own videos or use various editing tools available to create creative and entertaining content (Barta et al., 2023; Zhou et al., 2023). The success of the app lies in its ability to learn users' preferences and display relevant and engaging content based on their interaction history (Shoukat et al., 2023). Overall, TikTok has become an influential platform in today's digital culture, with its short video format continuing to attract global users (Wang, 2020). However, TikTok has also faced criticism regarding user privacy and data security, leading to negative impacts (Urman & Makhortykh, 2023).

From an academic research perspective, the rapid growth of Internet and social media use has garnered increasing attention, with a focus on improper usage (Xiao et al. 2022). However, TikTok usage also has negative consequences for adolescents who experience various pressures (Roth et al., 2021). Some common negative impacts on teenagers include: (1) exposure to inappropriate content since any TikTok videos contain profanity, hate speech, bullying, and sexually explicit behavior (Shutsko, 2020; Steen et al., 2023); (2) addiction to TikTok since the variety of available video content often causes children to lose track of time, making them lazy to study ; (3) Encouraging excessive narcissism. Many teenagers are eager to gain likes and praise in the comments section. TikTok users frequently create content with strange behavior, indecent dancing, or even

dangerous stunts. (4) Damage children's morals and behavior. Inappropriate videos frequently appear on their feeds, and many adolescents mimic trends, such as dancing with friends. This leads to a loss of modesty and deteriorates adolescents' morals.

The Role of Islamic Education Teachers

Islamic education teachers play a crucial role in shaping and guiding adolescents to understand, internalize, and practice Islamic teachings (Eriksson et al., 2022). They are responsible for delivering comprehensive knowledge (Saada, 2020). The role of Islamic religious education teachers includes educating adolescents about the fundamental teachings of Islam (Hastasari et al., 2022). Overall, the role of Islamic religious education teachers is essential in helping students understand, internalize, and apply Islamic teachings in their daily lives (Sauri et al., 2022), thus fostering strong moral and spiritual foundations (Shim, 2023; Valor et al., 2020; Weinandy & Grubbs, 2021). In addition, educators play an important role in providing an understanding of digital ethics and guiding adolescents in using social media wisely and responsibly (Fütterer et al., 2023; Seufert et al., 2021). Educators must also be involved in mentoring, guiding, and educating adolescents on the proper use of social media (Sundgren et al., 2023).

A teacher should possess several key components, including the following: (1) Teachers as instructors and educators. Teachers must have a professional obligation to recognize the similarities and differences in the various cultures present in schools. Additionally, teachers can train students with the goal of equipping them with knowledge, skills, nobility, and the ability to think critically. (2) The teacher as a motivator and facilitator. Effective teachers can monitor student behavior in the classroom. They are responsible for several tasks during the learning process, such as observing student progress to determine whether the learning objectives are being met (Orlich et al., 2010). (3) Teachers as Mediators. Mediation by teachers with

students is part of their professional development duties. Educators are involved in critically reviewing lesson plans, observing classroom teaching, providing feedback to support the observed process, and assisting in planning during teaching practice (van Aarde, 2020). (4) Teacher as evaluator. Assessment and evaluation are primarily aimed at providing information on student performance to determine the level of achievement. This helps to assess whether a student has acquired specific knowledge, understood certain concepts, or mastered certain skills during the learning process (Masrur et al., 2016).

METHOD

Research Model

This study examined the opinions of adolescents who used the TikTok application. Field research was conducted using a qualitative approach. Real-life investigations are required to obtain data from the field. Therefore, field methods are utilized, focusing on the symptoms or events that occur among adolescent groups. This research can also be categorized as a case study that uses a qualitative descriptive approach. A case study is a detailed examination and analysis of individuals, groups, organizations, or events. These studies delve deeper into a specific topic, explain a phenomenon, or understand what works or does not work in a particular situation. The qualitative research approach used in this study involves creating questionnaires to collect quantitative data, along with forms containing open-ended questions, administered both directly and online to obtain qualitative data.

Participants and Process

First, the research was conducted among adolescents (students) in both public and private middle and high schools in Lampung,

Indonesia. Fourteen schools were sampled, including 455 adolescents (201 males and 254 females) who voluntarily participated and responded to the data collection tools. The students participating in this study were between the ages of 12 and 18 years. Data collection on TikTok usage was conducted online using a questionnaire. The questions are presented in Table 1, consisting of 12 questions regarding TikTok usage, with students selecting from predetermined answers to obtain percentage-based data. Additionally, adolescents were asked to answer four open-ended questions, the responses of which are presented in Table 2.

Second, the study aimed to understand the role of Islamic Religious Education teachers in addressing the negative effects of TikTok. A total of 35 Islamic education teachers, including teachers of Islamic education (PAI), Islamic theology and ethics (*Aqidah Akhlak*), Islamic jurisprudence (*Fiqh*), Qur'an and Hadith, and Islamic history and civilization (*Sejarah Kebudayaan Islam* abbreviated SKI in Bahasa Indonesia), addressed these negative impacts. However, direct interviews were conducted with only 12 teachers, whereas 23 others were given online instruments. Islamic education teachers were selected because of their direct involvement with students and their role in shaping the attitudes and behaviors of adolescents, both in classroom settings and during other school activities.

Third, the research was conducted over a three-month period. Data were collected through questionnaires distributed to adolescents (students) and the instruments provided to Islamic education teachers. Data were obtained through observations, interviews, and document reviews. Observations were used to examine TikTok usage among adolescents and its associated negative impacts. Subsequently, both direct and online interviews were conducted with Islamic education teachers to identify their role in preventing the negative effects of TikTok on adolescents. Document reviews provided

additional data to strengthen the research findings, drawing from published sources such as journals, e-books, printed books, and internet sources.

Data Analysis

This study employed the Miles and Huberman data analysis model. This model has three stages: data reduction, data presentation, and drawing conclusions (Miles et al., 2018). First, data reduction. This stage is defined as the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerge from field notes. In this research, data reduction occurred after the completion of the questionnaires and instruments, where responses from adolescents and Islamic education teachers were reduced to evidence indicating the problems addressed in this study. Second, we present the data. This stage is the link between observations and interviews with research informants, which allows for the connection between research data and drawing conclusions. If data analysis is accurate, the results will also be reliable. Finally, conclusions are drawn. The final stage involved drawing conclusions. Preliminary conclusions are often verified during the research process. Verification may range from a brief reconsideration of thoughts by the analyst (researcher) as they write, a review of field notes, or an extensive and thorough effort to review and brainstorm with colleagues to develop intersubjective agreement or integrate data from other sources.

RESULTS

The Use of the TikTok Application Among Adolescents

This section presents research data obtained from an online questionnaire. Data collection resulted in responses from 455 adolescents, with an average age range of 12-18 years, and a gender breakdown of 201 males (44.3%) and 254 females (56.4%). The

following table summarizes these findings. The data from the table above show that 95.4% of adolescents were familiar with and used the TikTok application. Most TikTok users were female, accounting for 254 respondents (56.4%) who enjoyed the app. Although they are aware of the negative impacts and potential misuse of the application, many struggle to control their usage. Videos that frequently appear in their feeds are considered inappropriate or unsuitable. They mainly use TikTok as a source of entertainment, simply to watch interesting videos as a way to relieve boredom or pass idle time. Many also spend a significant amount of time at home using the TikTok app, with some adolescents using it for over 5 hours a day. This is partly due to the lack of parental supervision and control, as many parents allow them to unrestricted the use of their personal phones. Additionally, teachers have warned them about the negative impacts of excessive social media use, advising them not to spend too much time on it, yet they often ignore these warnings. This situation has become a major concern in the current educational landscape.

Table 1

Participants' Responses on TikTok Usage

No	Question	Answer
1	Do you use the TikTok app?	Yes (95.4%), No (4.6%)
2	Are you aware of the negative effects of TikTok?	Yes (88.7%), No (11.3%)
3	Will you continue to use TikTok frequently?	Yes (78.8%), No (21.2%)
4	Do inappropriate videos often appear on TikTok?	Yes (52.3%), Sometimes (33.3%), No (14.4%)
5	Have teachers explained the negative effects of TikTok?	Yes (60%), Sometimes (24.1%), No (15.9%)
6	Do you enjoy using TikTok?	Very Enjoyable (49.7%), Enjoyable (20.7%), Neutral (22.4%), Dislike (3.7%), Strongly Dislike (3.5%)

No	Question	Answer
7	Have you been using TikTok for a long time?	Strongly Agree (50%), Agree (25.1%), Neutral (19.6%), Disagree (4%), Strongly Disagree (1.3%)
8	Is TikTok a source of entertainment for you?	Strongly Agree (51.3%), Agree (22.2%), Neutral (19.2%), Disagree (4.2%), Strongly Disagree (3.1%)
9	Does TikTok have negative effects on you?	Strongly Agree (46%), Agree (17.4%), Neutral (23.3%), Disagree (9.3%), Strongly Disagree (4%)
10	Are you aware of the dangers of TikTok if misused?	Strongly Agree (50.2%), Agree (27.1%), Neutral (15.2%), Disagree (4.8%), Strongly Disagree (2.6%)
11	How many hours a day do you spend on TikTok?	1 hour (24.3%), 2 hours (11.7%), 3 hours (19.1%), 4 hours (17.1%), 5+ hours (27.7%)
12	Where do you typically use TikTok?	Home (67.8%), School (9.6%), Internet Café (4%), Café (3.3%), Other (15.3%)

Source: Primary data.

Negative Impacts of the TikTok Application

The negative effects of TikTok on adolescents are frequently observed in everyday life. These negative impacts can affect the learning process and significantly influence behavior. Most of them rarely used TikTok as a learning tool or for gaining information; instead, they used it for less productive purposes. Consequently, TikTok can have a considerable negative impact, particularly among adolescents. Several negative effects were identified through an online questionnaire, which are presented Table 2.

Table 2

Negative Impacts of TikTok

No	Negative Impact	Example of Behavior
1	Contains inappropriate content	Sexual content Harmful and dangerous content Hate speech and violence Harassment and threats

No	Negative Impact	Example of Behavior
2	Causes addiction to TikTok	Controversial or offensive content Privacy security concerns Dancing in public DJ music videos Celebrity gossip and movie clips Live streams of gaming, food, travel, etc. Following trends and showcasing a provocative lifestyle
3	Promotes excessive narcissism	Repeated selfies Showing off wealth and material possessions Easily offended and angered Demeaning and bullying others
4	Moral damages	Lying Smoking Disobeying parents and teachers Skipping school Criminal activities (theft, assault, brawls) Substance abuse

Source: Primary data.

Several examples of the negative impacts of the TikTok application on adolescents can be categorized into four main areas. First, TikTok contained a significant amount of inappropriate content. Many TikTok videos include harmful and dangerous materials, such as content promoting hate and violence, harassment, various threats, and privacy violations. Additionally, there are videos with controversial or disrespectful themes and content related to sexual behavior. Other sensitive materials can also be easily accessed, either intentionally or unintentionally, including videos depicting highly deviant behavior. Moreover, TikTok users often participate in dangerous challenges that pose risks to themselves.

Second, TikTok may lead to addiction. The wide variety of video content available on TikTok often causes adolescents to lose track of time, resulting in reluctance to focus on their studies. The content seen in their feeds can strongly influence them, motivating them to imitate

the behavior they observe in the videos. For example, students may start dancing in public while wearing their school uniforms, follow celebrity gossip, watch clips from movies and live-stream games, explore culinary or travel videos, or adopt trends and portray an enticing lifestyle. These negative TikTok videos can shape adolescents' behavior and lifestyle choices.

Third, TikTok triggers excessive narcissism. Many adolescents seek positive comments that contain praise. Users often create strange or unusual content to attract attention. Narcissism is characterized by the tendency to love oneself excessively and feel superior to others. TikTok, with its features allowing users to create short videos and share them with others, has become a platform for showcasing narcissistic behavior. Examples of narcissism found in TikTok among adolescents include repeatedly taking selfies, flaunting wealth and material possessions, becoming easily offended or angry, belittling others, and bullying their peers.

Fourth, TikTok contributes to moral degradation. Education is meant to guide individuals in developing knowledge that can be refined further. However, the rise of social media coincided with a noticeable decline in moral standards. Adolescents who cannot control their behavior or receive proper guidance may experience inappropriate actions. Negative impacts include lying down, smoking, disrespecting parents and teachers, skipping school, engaging in criminal activities such as theft, assault, or gang fights, and abusing substances or illegal drugs. These harmful behaviors are often imitated from online content and incorporated into daily life. Recently, there has been a trend involving adolescents engaging in gang fights and consuming illegal drugs. TikTok users challenge each other to find opponents, and this dangerous trend of drug use is being widely adopted by adolescents, inspired by similar content on the platform.

The Role and Solutions of Islamic Education Teachers in Preventing the Negative Impacts of the TikTok Application on Adolescents

Islamic education teachers are required to guide and direct adolescents (students), particularly regarding their daily behavior and attitudes. When students are affected by these negative impacts, it becomes a challenge for Islamic education teachers to address these issues. Islamic education teachers play a crucial role in shaping students' personalities, especially in response to the negative effects of the TikTok application. Compared with other subject teachers, Islamic education teachers played a more significant role in this regard.

Table 3

Roles and Solutions of Islamic Education Teachers

No	Teacher's Role	Actions Taken	Solutions
1	Teacher as Instructor and Educator	Educating students Warning about risks Encouraging positive activities	Being a good role model Encouraging discussion Teaching digital skills
2	Teacher as Motivator and Facilitator	Motivating positive participation Helping students find talents Building connections with students	Raising awareness Providing alternatives Engaging students in interesting activities
3	Teacher as Mediator	Listening to student complaints Offering guidance with positive behavior Establishing mutual agreements	Banning phone use at school Offering special counseling Involving parents
4	Teacher as Evaluator	Analyzing negative impacts Monitoring and supervising Conducting evaluations	Assigning additional tasks Engaging in open dialogue Enforcing disciplinary measures

Source: Primary data.

Given the rapid advancement of technology, it is perceived as having both positive and negative influences on adolescents. Based on the data collected through interviews, Islamic Religious Education teachers have undertaken various roles in preventing and mitigating the negative impacts of the TikTok application. This study presents the role of Islamic education teachers in overcoming the negative effects of TikTok on adolescents in Table 3. Based on the data obtained from Table 3, the following roles and solutions can be implemented.

Teachers as Instructors and Educators

The role of Islamic education teachers includes planning teaching programs, implementing the prepared programs, and conducting evaluations once the programs are carried out. Islamic education teachers are responsible for the development of students, striving to enhance their cognitive, affective, and other potentials in line with Islamic teachings. There are several ways to address the negative impacts of TikTok. Some of the methods include the following:

- a. providing education on the proper use of TikTok. Islamic education teachers can introduce concepts of using technology wisely and explain the negative consequences of excessive use;
- b. warning about the risks that may arise when TikTok is used solely as a form of entertainment. Islamic education teachers can inform students about the dangers associated with TikTok, such as addiction, harassment, and neglect of school responsibilities, so that they can avoid these risks;
- c. encouraging the positive use of TikTok. In response to the negative effects students may experience, Islamic education teachers can motivate students to use TikTok in a positive way by creating inspiring, supportive, and educational content. Islamic education teachers can also showcase videos with positive values and encourage students to create similar

content. By taking these steps, teachers can help students use TikTok responsibly and healthily, reducing potential negative impacts.

After observing the negative effects of TikTok on teenagers, it is essential for Islamic education teachers to provide solutions to address these issues. Some solutions to mitigate the negative impact of TikTok include the following:

- a. being a good role model for students. Islamic education teachers must exemplify wise behavior when using technology, including TikTok. Teachers can also set limits on phone use and demonstrate personal behavior that students can emulate;
- b. fostering discussions about the widespread negative effects of TikTok. Islamic education teachers can engage students in open discussions about the use of TikTok and the risks associated with improper use. Additionally, teachers should listen to students' opinions or experiences and provide information on the risks, offering advice to help them avoid negative impacts;
- c. teaching digital skills for using TikTok effectively. Islamic education teachers can provide digital literacy and media literacy training to help students understand how to use technology appropriately and avoid engaging in harmful activities.

Teachers as Motivators and Facilitators

The role of Islamic education teachers as facilitators and motivators is to provide ease or facilitate and encourage students in fostering enthusiasm for learning activities. In their role as motivators and facilitators, Islamic education teachers can take several steps to address the negative impact of TikTok, including the following:

- a. motivating students to participate in positive activities. Islamic education teachers can encourage students to get involved in positive activities at school or outside of school, such as extracurriculars, social activities, and more. Such activities can help students shift their focus away from excessive TikTok usage;
- b. helping students discover their interests and talents. In this regard, Islamic education teachers should assist students in identifying their interests and talents, guiding them toward engaging in positive activities aligned with their passions. This will help students become more involved in productive activities and reduce time spent on unproductive TikTok usage;
- c. fostering open connections between students and teachers. Islamic education teachers can build meaningful and positive relationships with students through open and supportive communication. They can also provide moral support to help students deal with issues related to TikTok use.

After recognizing the negative effects of TikTok on teenagers, it is essential for Islamic education teachers to offer solutions to address these issues. Several solutions can be implemented to mitigate the negative impact of TikTok, including the following:

- a. raising awareness about the negative impact of TikTok. Islamic education teachers can educate students about the potential negative consequences of excessive or unsupervised TikTok usage. This can be done through classroom discussions about the dangers of misusing the app without proper control;
- b. providing beneficial alternatives. Islamic education teachers can offer productive alternatives for students to spend their free time, such as praying five times a day in congregation,

- performing Sunnah Dhuha prayers, reading the Qur'an, memorizing selected prayers, and other beneficial activities;
- c. increasing student engagement with interesting activities. Islamic education teachers can enhance student participation in learning by creating engaging and meaningful learning experiences. Additionally, teachers can share inspirational stories of successful individuals or provide simple, everyday-life examples. This approach can help students stay focused on learning and reduce the time they spend solely on TikTok.

Teachers as Mediators

The role of Islamic education teachers as mediators can be understood as acting as intermediaries in students' learning activities. Teachers are expected to continuously improve their skills and knowledge to keep up with the times. As mediators, teachers can take several steps to address the negative impacts of TikTok, including:

- a. listening to teenagers' concerns. As mediators, Islamic education teachers can listen to students' issues related to their use of TikTok. In this regard, teachers need to provide attentive care and offer support to help students resolve the problems they encounter;
- b. providing reflections from examples of good behavior. Islamic education teachers should be able to give examples that encourage students to reflect on their mistakes. Often, people are tempted to follow trends and the popularity of TikTok. Teachers must clearly explain that as Muslims, it is essential to continuously improve one's morals and do good deeds toward others, helping students learn not to violate religious rules;
- c. reducing students' use of TikTok and creating a mutual agreement. Islamic education teachers can facilitate a joint agreement among students on how TikTok should be used.

This agreement may include rules that guide students to use TikTok positively, ensuring that they adhere to the agreed-upon guidelines.

After observing the negative impact TikTok has on students, Islamic education teachers must offer solutions to resolve these issues. Several solutions can be implemented to address the negative effects of TikTok, including:

- a. banning students from bringing phones to school. Islamic education teachers should establish an agreement that prohibits the use of phones within the school environment. This will help students understand the school's policy and reduce TikTok usage through the established agreement;
- b. creating special guidance on TikTok usage. Islamic education teachers can develop a dedicated program that educates students on how to use TikTok, including information about the risks and negative consequences, to help them learn how to use the app safely without harming themselves or others;
- c. involving parents. Islamic education teachers can involve parents by informing them about the negative effects of TikTok usage on their children. Teachers can arrange meetings with parents to discuss the misuse of TikTok by their children. Through good cooperation between teachers and parents, a suitable solution can be found to address this issue.

Teachers as Evaluators

The role of Islamic education teachers as evaluators is to assess both what has been achieved and what has not. Teachers bear the significant responsibility of shaping a generation that is of strong character, cultured, and moral. As evaluators, teachers can take several steps to address the negative impacts of TikTok, including:

- a. analyzing the common negative effects of TikTok. Islamic education teachers can analyze the negative impacts caused by students' use of TikTok, such as addiction, reduced study time, and exposure to content that contradicts Islamic values;
- b. supervising and monitoring. Islamic education teachers can supervise and monitor students' use of TikTok, encouraging them to improve their usage habits. By implementing strict supervision and monitoring, teachers can guide students toward more responsible use of TikTok and help them select age-appropriate content;
- c. conducting formative evaluations, which are ongoing assessments throughout the learning process. Islamic education teachers continuously evaluate students' progress in overcoming the negative effects of TikTok, providing regular feedback to those who need guidance, particularly regarding behavior and ethics in daily life.

After recognizing the negative effects of TikTok on students, Islamic education teachers must provide solutions to resolve these issues. Some possible solutions include:

- a. assigning additional tasks for students to complete at home. Islamic education teachers can give extra assignments to students. These tasks will help students deepen their understanding of the material taught and encourage them to spend time reading, problem-solving, or working on assignments. This way, students will be more engaged in productive activities, rather than continuously using TikTok;
- b. fostering open dialogue. Islamic education teachers can create an open dialogue with students about their experiences with TikTok. During these discussions, teachers should provide a safe space for students to share their experiences without fear

or embarrassment, ensuring that any issues students face can be resolved quickly and effectively;

- c. imposing sanctions for more serious violations. Islamic education teachers must firmly impose sanctions when more serious violations occur. This is an effort to enforce the discipline and policies agreed upon by the school. These sanctions serve as a deterrent and a valuable lesson for students, encouraging them to reflect on their actions and avoid repeating mistakes.

DISCUSSION

The Use of the TikTok Application Among Adolescents

The development of technology, particularly on social media platforms such as TikTok, is currently being tested by the many negative impacts often seen among adolescents. They are influenced by trending video content that frequently appears on their feed, which they often imitate without realizing. Elsayed (2021) emphasized that the negative impact of social media on adolescent behavior has reached significant levels. This situation requires serious action from families, schools, and educational institutions to protect adolescents' identities from negative privacy violations that can affect their intellectual principles (Elsayed, 2021). Cho et al. (2023) argue that social media use can also foster perceived social support, especially when it has positive effects on users. However, on the other hand, social media can also cause negative effects such as anger, anxiety, and loneliness (Cho et al., 2023).

The digital era has significantly shifted paradigms worldwide. This is evidenced by several phenomena, including the increasingly controversial behavior of adolescents, which is heavily influenced by social media. According to Lee & Kim (2020), social media, especially TikTok, causes adolescents to spend excessive amounts of time on it,

often at the expense of studying time. Many negative behaviors on social media are merely explorations of personal amusement. Individuals use social media to post content, express emotions, or visit other users' profiles that they find interesting (Lee & Kim, 2020). Excessive social media use has also sparked debate and polarization concerning its impact on mental health, with insomnia being one of the most significant issues faced by users (Abiddine et al., 2022).

Negative Impacts of the TikTok Application

The negative impacts of TikTok use, from its inception to the present, have caused considerable controversy among adolescents. According to the data in Table 2, there are four main types of negative impacts, totaling 16 examples of specific behaviors that have led to a moral crisis among adolescents. Menon (2022) noted that social media users do not discriminate based on age or gender; they use the platform merely for entertainment. Moreover, significant motives, such as narcissism, self-promotion, escapism, and the pursuit of entertainment, have also been identified (Menon, 2022). The overload of information regarding the negative effects of social media makes it essential to establish measures to reduce or even eliminate these issues (Xie & Tsai, 2021). These efforts aim to help social media users focus on beneficial uses.

Social media users who lack discernment pose a threat to adolescents if they cannot select positive content. This was demonstrated by Su et al. (2021), who found that many TikTok users experience issues manifesting in undesirable behaviors, such as addiction. Adolescents who frequently view popular TikTok videos exhibit more symptoms related to difficulty in controlling themselves, and TikTok users may face significant usage problems (Su et al., 2021). Additionally, many users spend time on TikTok purely for gratification, following trends, new content, and addiction (Scherr & Wang, 2021). Furthermore, one study found that 100 TikTok videos

contained various forms of deviant behavior, including harassment, assault, hate speech, and even criminal activities (Jacques et al., 2023).

Engagement in social media has become a significant aspect of adolescent life. Participation in various social media challenges with different purposes is also common among young people. According to Wang (2020), short videos on TikTok are growing in popularity, making it a source of humor and interaction between users. However, TikTok accounts do not undergo credibility checks, particularly with regard to age vulnerability. Careful consideration must be given to ensure that individual users are not exposed to harmful content that can affect their mental health (Pretorius et al., 2022). Various behavioral models, such as attitudes, norms, personal agency, environmental constraints, habits, and individual differences, are closely related to TikTok challenges, where users showcase their participation. Regardless of the challenge, they often commented that using TikTok is fun and boosts their confidence (Roth et al., 2021). In short, adolescents appear to spend considerable time on TikTok because of its engaging content and emotional satisfaction.

The Role and Solutions of Islamic education teachers in Addressing the Negative Impacts of TikTok

First, teachers provided education, warned about risks, and encouraged positive behavior. According to Logie et al. (2023), several cases of negative social media impact among adolescents illustrate behavioral deviations and moral crises. Individuals already exposed to such negative impacts require immediate intervention. Teachers are responsible for providing comprehensive education on the wise use of technology, ensuring that it aligns with religious teachings, and preventing further negative consequences (Gülsün et al., 2023). To facilitate effective interventions that improve technology use, teachers must better control the behavior influenced by such usage (Van Twillert et al., 2020). TikTok is a popular platform for adolescents that

offers entertainment, creativity, and social interaction. However, in addition to these benefits, the application also poses potential negative effects, such as addiction, harassment, and mental disturbances. In this context, the role of Islamic education teachers is crucial in helping prevent the negative impacts of TikTok use.

There are solutions to address these issues. Nagel et al. (2023) emphasize the importance of teachers possessing professional digital competence, enabling them to teach students how to use technology effectively. To be role models, teachers must provide an example for students who are likely to follow and trust what they are taught (San-Martín et al., 2021). Teachers can also use discussion methods to address issues related to social, environmental, and technological challenges. Teachers must implement these methods because they provide practical simulation-based learning experiences (Elaby et al., 2022). This approach helps students enhance their learning experiences and build confidence in finding solutions.

Second, teachers motivate students to engage in positive activities, help them discover their interests and talents, and build connections between students and teachers. Banihashem et al. (2023) assert that motivation significantly influences students' satisfaction with learning activities and perceived academic performance. It is vital for teachers to design educational methods that foster student motivation and well-being. Teachers should also encourage creativity by helping students discover their interests and talents, such as learning to use computers, tablets, and video making tools. Such activities guide students toward positive development and creativity (Maker et al., 2023). Establishing connections with students allows teachers to better understand their characteristics and foster an intelligent learning environment. Students are naturally more engaged in the learning process, and teachers can monitor their activities more easily (Dai et al., 2023). This shows that teachers who

openly support the use of online media in education can enhance their teaching activities and student performance.

Solutions are necessary to address these issues. Vrhovec et al. (2023) suggest that building awareness is an effective way to motivate individuals. When teachers emphasize the dangers of social media misuse, students are more likely to experience a sense of caution. To address psychological issues such as stress, anxiety, fear, and guilt, teachers can encourage students to use religious coping mechanisms, such as prayer, remembrance, and Qur'an recitation, which can reduce physical complaints, alleviate psychological problems, and promote calmness (Bukhori et al., 2022). The use of technology can be highly beneficial and professional teachers can create engaging activities that integrate students' mobile devices into their learning. Teachers can design lessons that involve smartphones only for educational purposes (Sjöberg & Brooks, 2022). When teachers incorporate smartphones into educational activities, it is crucial to recognize the pedagogical context and create more meaningful collaborative interactions.

Third, teachers listened to students' concerns, provided reflection with good behavior, and created mutual agreement. Hirata and Ozawa (2023) emphasized that addressing special conditions and developmental issues in students requires the attention of teachers, who are responsible for intervening when needed. Teachers should promptly address issues that affect students (Hirata & Ozawa, 2023). Additionally, teachers should provide positive reflection models for students, allowing them to consciously reflect on lessons imparted by the teacher. Such plans can be implemented in educational activities to enhance students' learning experiences by drawing on their daily experiences (Silseth & Erstad, 2022). It is also essential for teachers to establish good relationships with students, making it easier to create mutual agreements, such as rules agreed upon by students (García-

[Moya et al., 2019](#)). Such collaboration facilitates teachers' supervision of student behavior.

Therefore, solutions to these challenges are essential. Montag & Elhai (2023) note that a global discussion is ongoing regarding whether smartphones should be banned in schools to provide a better learning environment and support face-to-face social interactions. However, smartphone use should be prohibited unless the teacher grants permission during lessons. Teachers should also develop specific guidance strategies in collaboration with students as opportunities for questions arise during collaborative problem-solving activities ([Van Leeuwen & Janssen, 2019](#)). Furthermore, involving parents is crucial in helping teachers monitor students' behavior outside school. Parental involvement in preventing such issues is highly beneficial, and optimizes their role in shielding adolescents from negative influences ([Slade et al., 2023](#)).

CONCLUSION

This study showed that the negative impact of the TikTok application significantly influenced adolescents' moral and behavioral changes. Many of the trending videos on their feed feature inappropriate content and excessive narcissism, leading adolescents to waste time and neglect schoolwork. In response to these issues, this article recommends that teachers take proactive roles and offer solutions to negative impacts. This study identifies several roles that Islamic education teachers can play in addressing the negative effects of TikTok.

This study is limited by its reliance on a descriptive analysis of limited data. Therefore, further research is needed to evaluate the full extent of TikTok's negative effects, and how Islamic education teachers respond to these issues. The educational community must consider how adolescents can balance technology, morality, and

spirituality in the learning process, especially those negatively influenced by social media. Simultaneously, continuous educational evaluation is necessary to address the range of emerging problems. Educational institutions must not only produce a generation with integrity but also prioritize morality. Therefore, collaboration among all stakeholders in the education sector is essential to tackle the broader issues posed by social media. Moral education is not only important but must also be recognized by all educational stakeholders.

Limitations of the Study

This study is constrained by its dependence on descriptive analysis and data obtained from interviews, which may inadequately reflect the intricate and dynamic nature of social media usage among adolescents, especially on the TikTok platform. The data predominantly emphasize self-reported behaviors and observations from Islamic religious educators, lacking quantitative metrics or external validation. The findings may exhibit bias or limitations in scope, necessitating more research to triangulate the data through more extensive approaches, such as surveys or longitudinal studies, to elucidate the long-term consequences of TikTok on adolescents.

A further disadvantage of this study is its restricted emphasis on Islamic religious educators and their function in mitigating the adverse effects of TikTok. Although the significance of religious education is acknowledged, the study fails to consider other critical effects, such as parental supervision, peer pressure, and overarching societal and cultural elements that may impact teenagers' behavior and use of social media. This study's focus on the viewpoints of religious educators may neglect the complex nature of the issue and the participation of other stakeholders in addressing the impact of social media.

The study's findings are context specific, emphasizing the adverse effects of TikTok within a specific cultural and educational framework. Consequently, the conclusions may lack generalizability to wider groups or diverse cultural contexts where social media usage habits and the impact of educational systems vary. Subsequent research should broaden its focus to encompass various educational and cultural contexts to guarantee that the findings and proposed remedies are relevant to a broader spectrum of adolescent users and social media platforms.

Implications for Further Research

The results of this study suggest numerous significant avenues for future research. Considering the dependence on descriptive data and qualitative insights from Islamic religious educators, subsequent research should use a mixed-methods approach to more effectively elucidate the intricate and multifaceted impact of TikTok on teenage behavior. Quantitative data acquisition via surveys and trials can yield measurable information regarding the magnitude of adverse consequences including addiction, time management difficulties, and mental health issues. Furthermore, longitudinal research may prove beneficial in assessing the effects of extended TikTok exposure on behavioral modifications over time and in evaluating the efficacy of educational treatments in alleviating these effects.

Further research should extend beyond the contributions of religious educators to investigate the participation of additional pivotal stakeholders, including parents, mental health practitioners, and peer groups, in mitigating the adverse impacts of social media. Examining the roles of parents and families in managing adolescent technology usage and assessing how educational institutions might partner with families may provide a deeper understanding of mitigating the adverse effects. Research can also examine how peer influences and cultural trends affect teenagers' engagement with

platforms such as TikTok, potentially uncovering more behavioral determinants.

Furthermore, subsequent research should investigate the cultural and contextual variances in adolescent utilization of TikTok and other social media platforms. This study, rooted in a particular educational and religious setting, necessitates further investigation to understand the worldwide ramifications of TikTok usage. Comparative analyses of other cultural and educational systems could provide a more refined understanding of how different social norms and educational structures influence teenage behavior on social media. This study may facilitate the identification of culturally relevant therapies and techniques that address the distinct issues encountered by adolescents globally.

Author Contributions

Conceptualization: R.S. & I.K.; Data curation: R.S. & I.K.; Formal analysis: R.S. & I.K.; Funding acquisition: R.S. & I.K.; Investigation: R.S. & I.K.; Methodology: R.S. & I.K.; Project administration: R.S. & I.K.; Resources: R.S. & I.K.; Software: R.S. & I.K.; Supervision: R.S. & I.K.; Validation: R.S. & I.K.; Visualization: R.S. & I.K.; Writing - original draft: R.S. & I.K.; Writing - review & editing: R.S. & I.K. All authors have read and agreed to the published version of the manuscript.

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Informed Consent Statement

Informed consent was obtained before the respondents filling the questionnaire.

Data Availability Statement

The data presented in this study are available upon request from the corresponding author.

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Conflicts of Interest

The authors declare no conflict of interest.

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