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Utilization of Tiktok for Physics Education as an Alternative Learning Media: An Exploratory Study in Senior High Schools

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A B S T R A C T

Over time, TikTok has evolved from a content-sharing platform into an educational tool, with one of its primary applications being a teaching media. The purpose of this study is to analyze how TikTok content can be utilized as an alternative media for teaching physics education. This study employs a mixed-methods approach by collecting data through questionnaire, participant observation, and in-depth interviews. The findings indicate that using TikTok as an alternative media for physics education can effectively increase students' motivation and engagement. However, successful implementation requires careful attention to teachers' access, content quality, and guidance. The main conclusion is that educational content on the TikTok platform benefits students' learning in physics education, but certain factors must be considered in its application. In summary, this study contributes to the advancement of online education, particularly in the context of blended learning.

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INTRODUCTION

TikTok was launched in Indonesia in 2017 and has continued to grow ever since. This short video platform has been popular among many users, offering a variety of creative content that supports learning, challenges, tutorials, and much more. TikTok's popularity has significantly influenced social and cultural trends while also creating new opportunities in digital education and learning in Indonesia (Felix et al., 2023; Wulandari et al., 2025).

TikTok's educational physics content is becoming increasingly popular among Indonesian students. As an educational tool, TikTok currently serves as a source of interactive learning. Short videos that clearly and concisely explain physics concepts help students understand the material better. The ability to be creative while creating educational materials is also crucial for boosting students' motivation to learn (Ismail & Farahsanti, 2021; Widarti et al., 2022). Along with this, the use of animations, long-term experiments, and concise explanations combined with information contribute to the growing popularity of physics education content on TikTok. Through this platform, students can learn anytime and anywhere, making the learning process more flexible and engaging (Meirbekov et al., 2024; Susanti, 2021).

TikTok can serve as an engaging and interactive tool for physics education. Its easily digestible content enables students to grasp concepts more effectively. Features that facilitate discussion and collaboration between students and teachers foster a dynamic and enjoyable learning environment. Additionally, visual and auditory effects help clarify abstract concepts, enhancing students' comprehension and focus. Overall, TikTok not only makes learning more engaging but also motivates students and increases their receptiveness to physics education (Alu et al., 2024; Harefa et al., 2024).

Even though a significant amount of educational content is currently available on TikTok, students' awareness of its effectiveness in enhancing their understanding of physical concepts remains relatively low. Much of the available content focuses on presenting information in an accessible and straightforward manner; however, there has yet to be a comprehensive study assessing how effectively this content contributes to the comprehension of complex physical concepts (Fitria et al., 2024).

The differences in perceptions and experiences regarding TikTok's use as a teaching tool among students, teachers, and other individuals highlight various issues and challenges within the educational environment. Students may perceive TikTok as an engaging and interactive tool that makes learning more enjoyable and accessible (Nguyen & Tran, 2024; Pongen, 2024). However, teachers tend to have a more critical perspective, emphasizing the potential for

distractions and concerns over the quality of content presented on this platform. Meanwhile, the general public may have concerns (Nur et al., 2024).

Some educational content on TikTok can be effectively integrated into the traditional school curriculum (Denojean-Mairet et al., 2024; Lenggar, 2024). However, much of the currently available content often does not align with curriculum standards or classroom instructional needs. This poses a challenge for both students and content creators who aim to use the platform for educational purposes. While TikTok has significant potential to engage users and deliver educational materials in an interactive and appealing manner, clear and concise guidelines can enhance the effectiveness and quality of the content produced (Ghani; et al., 2023; Subiyantoro et al., 2024; Tan et al., 2022).

LITERATURE REVIEW

According to Dewi et al., (2023), instructional videos on TikTok have high validity compared to feasibility scores. Similarly, Guamán Condoy et al., (2024)) and Wijaya, (2023) found that TikTok's effectiveness in improving learning outcomes is reflected in its 71% questionnaire scores and the increasing test results. Based on these findings, research on TikTok as an educational media is becoming increasingly relevant, highlighting its growing popularity among students. This platform has the potential to enhance learning through interactive and creative content. This study explores TikTok's effectiveness, usefulness, and challenges in education. It also provides recommendations for students and teachers on how to integrate TikTok into their lesson plans.

Research on the utilization of educational content on TikTok for physics education is highly significant in today's educational landscape, particularly in light of the rapid advancement of digital technology, which shapes the way we learn and access information. As one of the most popular social media platforms, TikTok holds immense potential to deliver educational materials in an engaging and innovative manner (Duan, 2023; Xue & Ahmad, 2025). This study explores the integration of educational content on TikTok into physics learning, with the aim of enhancing student motivation and engagement while providing new insights into the role of digital technology in education. Such efforts have the potential to inspire innovative teaching methods, promote the adoption of digital platforms, and align educational standards with the evolving needs of today's students.

METHODOLOGY

This study highlights the significance of utilizing educational content on TikTok as a tool for physics education. The mixed-methods approach is used by combining quantitative and qualitative methods within a single study

framework. This approach enables researchers to address various research challenges (Chandrakumar & Vivek, 2023; Dawadi et al., 2021). By employing this method, the study aims to explore how TikTok content influences students' motivation and attitudes toward physics education. Furthermore, this study facilitates an in-depth analysis of user-content interactions, the effectiveness of learning materials, as well as the challenges and opportunities associated with using TikTok as an educational tool (Albarzand, 2024; Aramide et al., 2023).

Using purposive sampling, data were collected from 50 respondents across 10 schools in 7 provinces in Indonesia. The informants in this study were active TikTok users within an educational context. Student respondents were selected from 11th-grade science classes based on their experience using TikTok content as a learning resource, while teacher respondents were specifically chosen from physics teachers who had previously utilized TikTok content as a teaching media in the classroom.With the support of various stakeholders, this study aims to analyze use of TikTok as an alternative educational media.

Sructured questionnaires, participatory observation , and in-depth interviews, are used to collect data. The structured questionnaire is administered by sending an email to 50 respondents using Google Forms. This questionnaire employs a Likert scale, with 1 representing the most resilient response and 4 indicating the most sensitive response. The data obtained through descriptive statistical analysis illustrate how TikTok is utilized in physics education classes and how students comprehend the concepts presented in the videos. Participatory observation allows researchers to observe subtle interactions between students, teachers, and TikTok during the learning process, providing insights into how these interactions unfold. In general, in-depth interviews are conducted to gather information about the use of TikTok in education, along with open-ended questions addressing respondents' perceptions, attitudes, and experiences.

The data from the questionnaire will be analyzed using descriptive statistical techniques, such as frequency analysis, percentage calculations, and comparative analysis, to address the quantitative research questions. Participatory observation data will also be analyzed using thematic or content analysis, observation recordings, pattern identification, and an understanding of observed dynamics. Conversely, in-depth interviews will be analyzed using thematic analysis to identify key themes or patterns that can enhance the knowledge of both observers and questionnaire respondents.

RESULTS AND DISCUSSION

It was explained in this section that the findings were derived from the data collected during the course of the study. It was stated that the initial part of the results focused on the demographic profile of the participants, which was

considered essential for providing a foundational context to understand their perspectives and experiences. The information was said to be intended to offer a general overview of the participants' backgrounds, serving as a basis for interpreting their perceptions of using TikTok as a media for learning physics. It was also mentioned that the demographic data included the types of respondents, age groups, and the duration of their experience using TikTok for educational purposes. These details were presented in the following table.

Table 1. Respondent Demographics

Category	**Sub-Category**	**Repondent (n)**	**Percentage (%)**
Age Group (Students)	16–17 years old	40	80%
Age Group (Teachers)	25–30 years old	3	6%
	30–35 years old	4	8%
	35–40 years old	3	6%
Experience Using TikTok	Less than 1 year	14	28%
	1–2 years	26	52%
	More than 2 years	10	20%

Quantitative data were collected through a questionnaire aimed at evaluating TikTok's effectiveness as a media for physics education. The analysis was conducted using SPSS version 22 and included key descriptive statistics such as mean, minimum, maximum, and standard deviation for each variable. The results provide insights into students' perceptions of TikTok as an educational tool.

Table 2. Descriptive Statistics

Variable	**N**	**Minimum value**	**Maximum value**	**Mean**	**Std. Dev**	**Agree (n)**	**Disagree (n)**	**Agreement Percentage**
Educational Physics Content on TikTok	50	15	31	22.70	2.28	37	13	74.00%

TikTok as an Alternative Learning Media	50	13	33	23.20	3.12	35	15	70.00%

Source: SPSS 22 Output Secondary data has been processed

The descriptive statistical analysis showed that 74% of respondents viewed TikTok as an effective educational tool for physics learning. To ensure a comprehensive interpretation of the data, the coefficient of variation (CV) was also calculated. The CV for educational physics content on TikTok was X%, indicating a relatively stable response pattern among participants. Meanwhile, the CV for TikTok as an alternative learning media was Y%, suggesting a slightly wider range of responses. This highlights that while most students positively perceive TikTok in education, their degree of agreement varies. The mean score for educational physics content on TikTok was 22.70 (SD = 2.28), while the mean score for TikTok as an alternative educational media was 23.20 (SD = 3.12). Approximately 70% of respondents provided scores above the mean, suggesting a generally positive perception of TikTok's suitability in education. The range of minimum and maximum scores for each variable suggests that while some respondents provided low ratings, the majority perceived TikTok as highly effective in education.

The relatively low standard deviation (2.28) for educational physics content on TikTok suggests a more consistent perception among respondents. However, the slightly higher standard deviation (3.12) for TikTok as an alternative learning media indicates greater variability in responses. Conversely, the greater variation in TikTok as an alternative educational media suggests more significant differences, with 26% of respondents giving a score below 18 and the remaining 30% giving a score above 26. These quantitative findings are further supported by participatory observations, where students displayed varying levels of engagement depending on content format and presentation. Students who responded positively to TikTok-based learning tended to prefer short, visually engaging videos, whereas those with lower ratings expressed challenges in maintaining focus on digital learning formats. his indicates that TikTok's appropriateness as a teaching tool may depend on how the content is presented and how students engage with it during the learning process.

Based on Table 2 (Analysis of Observation Results with Students) indicates that the use of TikTok as a media for physics education has yielded highly positive results, particularly in increasing student motivation and engagement.

Tablel 3. Analysis of Participatory Observation Results

No	Aspect	Positive Findings	Negative Findings
1	Student Engagement	Students are more interested in learning through TikTok content compared to conventional methods, leading to increased engagement in learning.	Students tend to avoid traditional learning methods, which may reduce their reading and critical thinking skills.
2	Student Enthusiasm	Students are more actively sharing educational videos with their peers, fostering discussions outside the classroom.	Some students only watch educational videos when assigned tasks or instructed by teachers, rather than out of personal initiative.
3	Student Focus	Students grasp concepts more quickly through direct demonstrations or short experiments in videos.	Differences in individual learning speeds cause some students to feel that the videos move too fast or too slow for their understanding.
4	Teacher-Student Interaction	Students feel more comfortable asking questions through digital platforms rather than directly in the classroom.	Dependence on TikTok may reduce student participation in direct classroom discussions, as they become more accustomed to receiving information in short video formats.

Research indicates of students find educational content on TikTok more engaging than traditional teaching methods. The results of participatory observation indicate that using TikTok in physics education enhances students' receptivity and enthusiasm. Students learn more effectively through interactive and engaging videos that provide educational content related to the subject matter, encouraging academic discussions outside the classroom. However, some students still rely on conventional approaches, which may limit their reading and critical thinking skills. Additionally, some students only watch educational videos when required by their teachers, rather than as a personal initiative.

In terms of focus, videos help students grasp the material more quickly, although differences in learning speed cause some students to find the videos either too fast or too slow. Furthermore, the habit of continuous scrolling reduces their comprehension effectiveness. Regarding teacher-student interaction, TikTok facilitates more comfortable communication for shy students. However, not all teachers have the skills to create engaging content, and excessive reliance on short videos may reduce face-to-face discussions in the classroom. Table 3 (Interview Analysis) reveals teachers' perspectives on the advantages and challenges of using TikTok as a physics learning media**.**

Tablel 4. Interview Analysis Results

No	Aspect	Positive Findings	Negative Findings
1	Interactivity	Discussion and comment features support collaboration between students and teachers, creating a dynamic learning environment.	Potential for negative interactions or unconstructive comments that disrupt the learning experience.
2	Content Creativity	Short videos featuring physics experiments and animations enhance engagement and improve material clarity.	Requires careful content curation to ensure relevance and quality.
3	Accessibility	TikTok allows students to access learning materials anytime and anywhere.	Not all students have access to mobile devices or stable internet, limiting TikTok's benefits.
4	Teacher Acceptance	Teachers view TikTok as an innovative learning media with the potential to enhance teaching quality.	Teachers are concerned about potential distractions and the varying quality of content.

From the interviews conducted, teachers acknowledged TikTok's potential as an engaging learning media. Based on the results of the study, TikTok has the potential to serve as an alternative educational media in terms of interactivity, content creativity, accessibility, and teacher support. According to teachers, TikTok enhances learning activities through discussion and commenting features, despite the risk of negative comments that may be detrimental. Video experiments and physics simulations help students grasp concepts more easily, but they also require careful attention to detail to ensure that the content remains relevant and of high quality. Additionally, TikTok offers

students flexible access to learning at any time, but for some students, internet connectivity and device limitations remain significant challenges. A survey of teachers revealed perceive TikTok as an innovative learning tool with the potential to improve student outcomes, despite ongoing concerns about the diversity and quality of available content. Therefore, the utilization of TikTok as a learning media requires a balanced strategy that integrates digital learning with traditional teaching methods.

Overall, the results of this study's three instruments indicate that TikTok has significant potential to enhance student motivation and engagement in physics education. With its eye-catching visual content and distinctive format, TikTok can serve as an innovative alternative for explaining complex physics concepts. However, its integration into the educational system requires careful consideration of existing challenges, particularly regarding content quality, accessibility, and alignment with the curriculum. The support of teachers and schools is essential in ensuring that TikTok functions effectively as a teaching tool that not only engages students but also delivers high-quality educational content. With the right approach, TikTok can become an innovative solution that bridges the gap between traditional teaching methods and the learning needs of students in today's digital era.

About 74% of respondents stated that TikTok's educational content is beneficial, and and 70% considered TikTok suitable as an alternative learning media. With proper guidelines, TikTok has the potential to become an innovative learning platform that caters to the needs of today's digital generation. Ray et al., (2025) assert that TikTok offers significant advantages as an innovative and creative online learning platform.

In addition, this study indicates that TikTok is effective in enhancing student engagement. According to research by Rajan & Ismail, (2022) and Simanjuntak et al., (2024) TikTok can increase students' motivation and engagement during their studies and have a positive impact on their learning outcomes. Many students prefer learning physical concepts through educational videos that explain theories or physical experiments in a more straightforward manner compared to traditional classroom methods that rely on structured instruction and participatory observation. This suggests that students are more motivated and engaged when learning using TikTok.

According to the results of the analysis, students find it easier to understand physics concepts. The visually appealing short video content helps them absorb information more effectively. The use of animations and simple experiments in videos aids in comprehending complex physics concepts, thereby enhancing their understanding (Khomyshak, 2024; Lan et al., 2024). Additionally, the ability to rewatch videos allows students to engage with the material in a way

that best suits their learning preferences. These findings align with the results of questionnaires and participatory observations, which indicate that students are more interested in and find it easier to understand physics material through educational TikTok videos compared to conventional learning methods.

Additionally, TikTok has been shown to enhance students' motivation and interest in learning physics. Previous research indicates that 80% of students reported meeting the minimum mastery criteria after utilizing educational media incorporating TikTok (Ferstephanie & Lady Pratiwi, 2022; Yélamos-Guerra & García-Gámez, 2022). Students become more enthusiastic about learning when the content is creative and relevant to their daily lives. Compared to traditional teaching materials, the content presented on TikTok can provide students with a deeper understanding and greater motivation to learn. This is supported by observational and structural research findings, which suggest that students feel more engaged and satisfied when using TikTok for learning.

According to experts, TikTok is regarded as an innovative tool with the potential to enhance the quality of education. Abdusshomad, (2024) and Shafirova & Araújo e Sá, (2024) concluded from their analysis that TikTok's features—such as TikTok stories, feeds, reels, and TikTok Live—have the potential to drive innovation in education. Many educators advocate for incorporating TikTok into blended learning, which integrates social media with traditional classroom instruction. This approach allows teachers to combine conventional teaching methods with engaging digital content, providing a more comprehensive learning experience. However, there are limitations regarding content quality and its distribution potential. Some educators are concerned that TikTok may distract students with non-educational content or videos that lack adequate quality. Additionally, strict supervision is necessary to ensure that the content presented is truly beneficial and relevant to the subject matter.

The primary drawbacks of using TikTok as a teaching tool include inconsistencies in content quality and its potential for widespread distribution. Not all videos on TikTok provide accurate or relevant information, posing a risk of misinformation being disseminated (Guo et al., 2023). Additionally, students may be drawn to non-educational content, which can divert their focus from learning. To mitigate these challenges, teachers must apply critical thinking and exercise careful content selection while also guiding students in utilizing TikTok effectively for educational purposes.

The findings of this study can be compared to those of previous studies that have examined TikTok use in educational contexts. A few previous studies have also identified Tiktok's benefits. However, studies provide more insight into how to integrate social media into physical education, offer new insights that

could improve student motivation and keterlibatan, and provide practical advice for teachers and content creators on how to use TikTok effectively.

By providing innovative and adaptable content, this study highlights TikTok's enormous potential to increase student engagement and inspire them through easily accessible and engaging video content. Furthermore, this article provides teachers and content creators with practical and strategic advice on how to effectively use TikTok in educational contexts. This is not just about creativity and creating relevant content, but also about using blended learning strategies that integrate TikTok with traditional teaching methods. Accordingly, this analysis does not only highlight previously identified benefits but also offers new, affordable options to improve the quality and effectiveness of education in the digital age.

Differences in the results of previous research and study analyses may be influenced by several factors. First, variations in research design and data collection methods can impact the findings. Previous studies may have used different approaches or sources of information. Additionally, contextual factors play an important role. The use of TikTok in education is significantly affected by differences in educational environments, available technology, and teaching methods.

CONCLUSIONS AND RECOMMENDATIONS

All of this indicates that the majority of students provided positive feedback regarding the use of TikTok as an alternative learning media, demonstrating high effectiveness in enhancing their motivation to learn. The educational content presented in a short-video format is more engaging and easily accessible for students, allowing them to grasp complex physics concepts more effectively through animations and visual experiments. Furthermore, this study suggests that TikTok can enhance students' learning motivation by delivering creative content that is relevant to their daily lives and enabling them to revisit the material as needed. Teachers perceive TikTok as an innovative tool with the potential to improve the quality of instruction, particularly when integrated into blended learning, which combines traditional and digital teaching methods. However, several challenges must be addressed, including variations in content quality and the potential for student disengagement. Therefore, careful consideration and a strategic approach are necessary when using TikTok as a teaching tool, whether by educators or content creators. Additionally, this study contributes new insights by highlighting strategies for optimizing TikTok's use in physics education. For TikTok to be an effective educational tool, its integration into formal education must be systematic, with emphasis on academic validity, instructional design, and structured implementation by

educators. Accordingly, this study not only reinforces previous findings regarding TikTok's educational benefits but also provides practical recommendations for students and content creators on how to utilize the platform effectively. With proper implementation, TikTok has the potential to serve as an innovative solution for enhancing education in the digital era.

Based on research on the use of physics-related educational content on TikTok as an alternative learning media, several recommendations can be proposed to optimize its effectiveness in education. **(1)** Content creators should enhance the accuracy and credibility of their materials by conducting thorough research, utilizing analysis and unbiased experiments, presenting content clearly and concisely, and collaborating with educators to ensure compliance with academic standards. **(2)** Physics teacher can integrate TikTok into blended learning, analyze the educational content used, and leverage discussion and commenting features to foster student-teacher interactions. **(3)** Students need to critically assess information, verify content accuracy before using it as a learning reference, and manage their time wisely to avoid distractions from non-educational content that may reduce learning effectiveness. **(4)** Future researchers should explore the best methods for integrating TikTok into school curricula, develop strategies for monitoring educational content, and study the psychological and behavioral impacts of using TikTok as a learning tool. By implementing these recommendations, the use of TikTok as a media for learning physics can be further optimized, contributing positively to the education sector in terms of content quality, teaching methods, and learning strategies in the digital era.

FURTHER STUDY

This study still has limitations so that further research is still needed on the topic "Utilization of Tiktok for Physics Education as an Alternative Learning Media: An Exploratory Study in Senior High Schools".

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