



Acceptance of TikTok on the Youth towards Education Development

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Abstract

TikTok videos, like any other video content, allow users to access content asynchronously. Students can self-serve the gaps in their comprehension and return to these bite-sized lectures until they comprehend them completely. This study observed the acceptance of TikTok on the youth towards education development. This study was conducted using a simple random sampling, which targeted respondents who were diploma and degree students from UiTM Melaka Campus. The findings revealed that all factors were positively correlated to the acceptance of TikTok on the youth towards education development. This research demonstrates that most of the respondents agree that TikTok as social media platform (SOCMED), TikTok as a window for online learning (ODL) and TikTok improve communication desire and technology skills as education tools (EDU) will influence the acceptance of Tiktok towards education development.

Keywords: TikTok application; educational tools; informative communication

1. Introduction

Wireless communication has developed as one of the quickest ways for us to connect with each other and also it has become one of the cultures in our society because people have been using it most of the time (Edwards, 2021). According to Hegelich et al (2020), TikTok is a social networking site in the sense that, like Twitter and Instagram, its users have a social network of followers. The videos' background music is billed as the source for short-form video content (Dilon, 2020). Melannie (2020) has stated that the platform can attract the public's attention with the current issue, opinion, and other things and give awareness to others. Besides, according to Bahiyah & Wang (2020), TikTok is also an immersive platform where people post artistic tasks and the application consistently delivers entertaining material. Kaur (2020) observed and investigated that Digital Content also has positive and bad aspects. Confidently that it has had an influence on today's culture.

The change to online learning has occurred on an unparalleled magnitude and intensity in the sense of the COVID-19 pandemic. Students and educators all over the world have had to adapt rapidly, revealing both the benefits and drawbacks of this method of delivery. Yang (2020) stated the key reasons for accessing social media apps were for pleasure, sociability, information, and academic purposes. The term "academic" has become particularly important as a result of educators' practice of utilizing social media applications in language teaching and learning environments to improve learners' language ability. For example, TikTok where language-learning videos ranked second among the most knowledge-sharing videos in 2019. Besides, several studies have looked into the benefits of using social media to help language learners' language skills and proficiency.

According to Alguacil et al., (2021), education is evolving as well; social media is revolutionizing educational contexts, and online or hybrid education is becoming more popular. TikTok applications can be used as educational tools. The short video does not make the student feel stressed or hard to cope with the learning process (Hayes et al., 2020). The app of TikTok is especially prevalent among young people, 13- to 24-year-olds account for 69 percent of TikTok's user base and plays a vital role in young people's social and cultural lives, both reflecting and developing popular culture (Kale, 2020). TikTok users are virtually entirely young children, who may be more gullible and naiver when it comes to harmful content (Weimann & Masri, 2020).

After all, TikTok serves as a leading channel of expression among young people (Sachs et al., 2021). Apart from its entertainment value, it is becoming a source of concern for parents. That is why a few countries have placed a temporary ban on Tik-Tok, including India, in light of its fatalities. According to Wang (2020), TikTok was briefly blocked in Indonesia in 2018 and Pakistan in 2020 for providing 'morally wrong' or 'offensive' videos. From this, the use of TikTok



can also lead to danger if people do not use it properly. Therefore, young people have recently gone and are very pleased with the existence of this application. It is clear that uncontrolled use can have an impact on an individual's education. Youth groups that surf TikTok for educational and other excessive input are however present. This research, therefore, aims to understand TikTok's acceptance from the young to their education perspectives.

2. Literature Review

TikTok as a Social Media Platform in Higher Education

Komljenovic (2019) stated that students not only embraced social networking in the context of higher education. The possibilities social media creates for academics and university administrators. Additionally, academics utilise social media platforms primarily to advertise their research, establish their reputation as researchers, and gain easy access to sources in various academic fields (Kjellberg, Haider & Sundin, 2016; Manca, 2018). However, the university administration uses social media to label and brand their institution's name. It may also be one of the processes used to increase the institution's appeal to the general public (Rutter, Roper, & Lettice, 2016). Additionally, with regards to social media research education. There are around sixty-two pieces of foreign information, such as books on social media networking, analysed by Rodriguez - Hoyos, Haya Salmon, and Fern dez-Daz (2015). Additionally, all data indicates that most studies in higher education are quantitative and place a premium on social media as an educational tool. The researcher concluded that social media studies should be expanded, particularly in the early stages of education. The increased value of research in higher education's social media has been achieved through a literature review approach (Van den Beemt et al., 2020).

According to Fajardo & Samuel et al., (2021) digital technology, especially social media, has emerged as a significant higher education problem that affects all aspects of the student experience. The relevance of social media in adolescent cultures nowadays, the academic institution and the faculty have been researched of added value and the chances of research that has been provided from all the sources. Thus, it impacts the practical and proper instruction about the use of social networking. It can be seen that the product of new research can help all the academic fields and people to gain and share the experience of different education based on social media in higher education (Kennedy, 2020).

Lunden (2020) investigated social media networks offer various users 'affinity rooms, acting as a 'digital neighbourhood' to young people online. According to (Abdul Jaffar et al., 2019), all TikTok features support the corporal language course's objectives. As a result, TikTok meets these students' needs by bridging the gap between what students desire and what professors can employ in class dynamics. As a result, suggesting a participatory approach that incorporates these components makes sense. Finally, TikTok enhances the interactivity, accessibility, and collaboration of classroom instruction.

TikTok as a Window for Online Learning

The popular video sharing website, Gen-Z, has been built into a storm, TikTok, and has made its trendsetting ancestors, Snapchat, Instagram and Facebook in particular, more than outdated (Reindl, 2020). TikTok's decision to invest further in education is one of the great developments. The video content is a powerful learning platform, as shown by YouTube and many other platforms and it interacts with the app's youngest demographic while still providing more opportunities for others to utilize it (Lunden, 2020). With the new educational application, it's better for the educators and the students to use this kind of platform in order for them to really understand it and it gives a lot of benefits for them. While #onlineclass was the leading hashtag, it is probable that TikTok encouraged #onlineclass as the depicted hashtag, #onlineclass, the second biggest hashtag, for several rationales (Literat, 2021). This shows that TikTok will be a good application for the students to learn new things in their life especially for online educational methods. It is not only for them to use TikTok for other things but, it is good for them to gain some knowledge.

Besides, TikTok is a great way to be creative and express yourself, it has some downfalls (Wood, 2019). It is a good way for the teachers and the students to use this new technology and the benefits for them to explore more positive things in TikTok. Most brief video devices are moving applications that allow users to create, edit, share and view brief videos (Jung & Zhou, 2019). The video features of TikTok insinuate certain innovative teachers in developing TikTok-based tasks within closed groups. Students can work together or individually to produce video content using their conceptual model, promoting peer-to-peer education (Roderick, 2020).



TikTok Improve Communication Desire and Technology Skills as Educational Tools

TikTok is designed to enhance interpersonal skills that we use every day when we communicate with other people either we do it individually or in groups. The basic course does not emphasize technology beyond media literacy, with some notable exceptions (Edwards, 2021). Basically, the students are missing the chances and opportunity to identify the technology skills as well as the digital literacy, and social media use. Due to the fact that technological skills are far more important during this pandemic where most of us do not practice physical activities.

TikTok was the most downloaded and implemented application in the globe in February 2020, with over 113 million downloads. The figure had increased by 96.5 percent as of February 2019. Furthermore, the COVID-19 outbreak has aided TikTok's globalization (Su et al., 2020). The facts support this conclusion, as TikTok is the first social media platform in history to experience considerable growth, with 315 million new installations across the App Store and Google Play in the first quarter of 2020. (Tower Sensor, 2020). Furthermore, according to Statista, in February 2020, this social networking platform was the 7th-ranked app in terms of active users (Statista, 2020), despite a recent appearance by TikTok in 2017.

As a result, digital technology, particularly social media, has arisen as a serious challenge in higher education, affecting all student environments (Bond et al., 2020). Because of the importance of social media in the lives of young people, universities and institutions have looked into its pedagogical possibilities (Van den Beemt et al., 2020). Whether or not universities include social media into education, these platforms have already changed how students communicate, collaborate, and study (Tess, 2013).

In terms of the positive aspects of training that TikTok brings with social media attributes (such as dynamic, attractiveness, instructiveness, democracy, collaboration, and intuitiveness), these platforms are seen as an instrument that enhances the social, open, and collaborative transformation of teaching and learning practices teachers (Manca et al., 2016). Previous research has found that incorporating social media into the educational setting can improve student contribution and commitment, foster a sense of community, promote a learner-centered approach, increase student involvement and interaction, encourage creativity, and improve academic outcomes.

From the above literatures and the past studies, we see that the impact of social media has shown both positive and negative components. As the education system changes in due course, students have drastically started using the social media as a means of sources. Though there are many literatures and the past endeavours, pertaining to social media, very few literatures are based on Tik Tok as a source of academic information to the students.

3. Methodology

This study was conducted using a simple random sampling, which targeted respondents who were diploma and degree students from UiTM Melaka Campus. Since the population of students were 10000, (Sekaran, 2013) proposes that the samples comprising of 370 students ought to be taken. An online questionnaire was sent to selected respondents and it was completed by 300 respondents only. All of the data were used and analysed by using Statistical Package for the Social Science (SPSS) version 26.0.

A self-developed questionnaire was designed and formulated according to the research objectives. The questionnaire consists of five sections. Section A comprised three questions focused on respondents' demographic profiles such as sex, education level and faculty. Items in Section B were concerned on TikTok as a social media platform in higher education whereas Section C comprises the TikTok as a window for online learning. Meanwhile section D and E covered the questions about the TikTok improve communication desire and technology skills as educational tools and the acceptance of TikTok on the youth towards education development respectively. All questions in section B, C, D and E uses a Likert scale of 1 to 5 where the scale of 1 represents strong disagreement while scale 5 represents strong agreement.

Frequency distribution was used to present the overall frequency of all variables and descriptive analysis was used to gauge an overview of respondent characteristics. Next, correlation and multiple linear regressions were used to measure further relationship among the variables. Reliability test was done prior to ensure items measuring each variable were reliable.



4. Results and discussion

Demographic Profiles of Respondents

Table 1 shows the demographic profile of the respondents. It shows that there were 155 female respondents (51.7%) compared to 48.3% (145 respondents) male respondents. In terms of education level, 55.7% (167 respondents) of the respondents were bachelor degree students while 44.3% (133 respondents) were diploma students. It was revealed that almost half of the total respondents were from the Faculty of Communication and Media Studies by 40.7% (122 respondents), followed by the Faculty of Art and Design 14.3% (43 respondents) and the Faculty of Accounting by 17% (51 respondents). The rest of the respondents were from the Faculty of Business and Management by 13% (39 respondents), Faculty of Hotel and Tourism Management with 8.3% (25 respondents), Faculty of Computer and Mathematical Sciences and Faculty of Plantation and Agrotechnology by 2.7% (8 respondents) respectively and only 1.3% (4 respondents) were from Academy of Language Studies.

Table 1: Demographic profile of respondents

Profile	Frequency	Percentage (%)
Sex		
Female	155	51.7
Male	145	48.3
Education Level		
Diploma	133	44.3
Degree	167	55.7
Faculty		
Business and Management	39	13
Communication and Media Studies	122	40.7
Accountancy	51	17
Hotel and Tourism Management	25	8.3
Art and Design	43	14.3
Computer and Mathematical Sciences	8	2.7
Plantation and Agrotechnology	8	2.7
Academy of Language Studies	4	1.3

Reliability Analysis

Cronbach's Alpha was used to evaluate the reliability of the questionnaire and the result is shown in the **Table 2**. It was found that all the Cronbach's Alpha values were more than 0.70, demonstrating that the questionnaire was reliable. It indicated that those particular components extracted had a reliable measure of consistency awareness among the 300 respondents.

Table 2: Analysis of reliability

Variables	Number of Items	Cronbach's Alpha Value
TikTok as a social media platform in higher education (SOCMED)	5	0.896
TikTok as a window for online learning (ODL)	5	0.905
TikTok improve communication desire and technology skills as educational tools (EDU)	5	0.928
The acceptance of TikTok on the youth towards education development (Acceptance)	5	0.909

Correlation

Referring to the Pearson Correlation analysis in **Table 3**, the p-value for all the independent variables were less than 0.0001. This showed that there exists a significant strong positive correlation between SOCMED ($r = 0.891$, $p < 0.05$), ODL ($r = 0.886$, $p < 0.05$), and EDU ($r = 0.625$, $p < 0.05$) with acceptance of TikTok towards education development. Thus, further analysis becomes possible to examine the amount of variance in the dependent variables that can be explained by independent variables. Multiple regression analysis was carried out to test if SOCMED, ODL and EDU are good predictors of acceptance of TikTok towards education development.



Table 3: Correlation between independent variables with acceptance

Variables	r	p-value	Level of Significant
TikTok As Social Media Platform (SOCMED)	0.891**	0.000	Significant
TikTok as a window for online learning (ODL)	0.886**	0.000	Significant
TikTok improve communication desire and technology skills as education tools (EDU)	0.898**	0.000	Significant

Based on **Table 4**, the R Square value of 0.895 indicates that 89.5% of the total variation in the acceptance of TikTok towards education development is explained by the SOCMED, ODL and EDU.

Table 4: Summary regression model of the variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.930	0.895	0.864	0.34299

ANOVA in **Table 5** showed that the p-value is less than 0.001 indicating that the model is valid and the result of the relationship is significant ($F(3, 296) = 631.684, p < 0.05$).

Table 5: Analysis of variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	222.938	3	74.313	631.684	0.000
Residual	38.197	296	0.118		
Total	242.951	299			

According to **Table 6**, SOCMED ($t = 7.552, p\text{-value} < 0.05$), ODL ($t = 3.242, p\text{-value} < 0.05$) and EDU ($t = 8.052, p\text{-value} < 0.05$) significantly contribute to the acceptance of TikTok towards education development. The result also indicates that the variable EDU is the best predictor or variable contributes to the acceptance of TikTok towards education development based on the Beta value of 0.411, followed by SOCMED (0.373) and the less influential predictor is ODL (0.185).

Table 6: Coefficients of the variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.074	0.088		0.841	0.401
SOCMED	0.384	0.051	0.373	7.552	0.000
ODL	0.187	0.058	0.185	3.242	0.001
EDU	0.399	0.050	0.411	8.052	0.000



4. Conclusions

This research demonstrates that most of the respondents agree that TikTok as social media platform (SOCMED), TikTok as a window for online learning (ODL) and TikTok improve communication desire and technology skills as education tools (EDU) will influence the acceptance of TikTok towards education development. It is clear based from the study conducted that TikTok received an enthusiastic response from university students. To keep in mind, TikTok has been given attention in studying, especially during this pandemic, by lecturers and scholars. This has given rise to creative and innovative educators who are more interested in carrying out studies and to better understand a topic. TikTok also produces scientific content and helps students to improve knowledge and skills with existing knowledge. Thus, in the future, a platform such as TikTok may create the same application, but it will be easily accessible from the point of view of education for anyone interested in education. The contents of the lesson to be delivered on a particular platform may be facilitated and specialised in not being mixed with content not related to the study. This makes reaching a targeted audience easier and quicker.

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