



The Effect of Tiktok Platform on Reading Habits of MA Nurul Ichsan Students

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ABSTRACT

This study aims to examine the effect of using the TikTok platform on the reading habits of MA Nurul Ichsan students. The background of this research is the increasing popularity of social media, which potentially shifts students' traditional reading interest. The study employed a descriptive method with data collected through questionnaires and observations involving students of grades X, XI, and XII. The findings reveal that the majority of students experienced a decline in reading interest after actively using TikTok. A total of 90.4% of respondents reported decreased reading motivation, with 57.1% rarely reading books outside school hours, and 60% facing concentration difficulties after using the application. Furthermore, 80% of students preferred entertainment content over educational content. Although 5% of students felt motivated to seek reading material from TikTok content, the negative effects remain more dominant. This research highlights the importance of the roles of teachers and parents in guiding students to use social media wisely and in fostering consistent reading habits.

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INTRODUCTION

In the digital era, social media has become an inseparable part of students' daily lives. Among various platforms, TikTok has gained massive popularity, especially among teenagers, because of its short, engaging, and entertaining videos. Initially designed as a platform for self-expression and creativity, TikTok has evolved into a global trend that influences not only entertainment preferences but also students' lifestyles, study patterns, and even literacy behaviors (Nadi, 2023). Since students increasingly allocate more time to consuming short videos, questions naturally arise regarding how such digital engagement may impact traditional academic practices, particularly reading.

Reading, however, remains a fundamental academic activity that cannot be replaced by digital entertainment. It plays a vital role in intellectual and personal development because good reading habits enhance comprehension skills, critical thinking, creativity, and problem-solving abilities (Pratama & Wulandari, 2023). Reading also helps students expand vocabulary, improve communication skills, and strengthen their academic performance. Yet, the rise of social media platforms such as TikTok creates a shift in students' daily routines, where time once spent on reading is increasingly replaced by scrolling through entertaining content. This shift highlights a potential tension between students' digital habits and their literacy development. Several studies have explored this issue and produced mixed findings. Judijanto, Hakim, Utami, and Adiazmil (2025) found that Book Tok communities in Indonesia significantly transformed Generation Z's reading practices, as students who engaged with Book Tok tended to read more frequently and explore a wider range of genres. Similarly, Dera (2024) concluded that active participation in Book Tok positively

influenced reading motivation and book selection, while Yigit (2024) showed that Swedish upper-secondary students were inspired by Book Tok to read more, even though their intrinsic motivation varied. These studies suggest that TikTok, particularly through Book Tok, has the potential to foster positive reading behaviors.

On the other hand, other research warns of the negative effects of digital platforms. Wiranatha (2024), in a systematic review, confirmed that Indonesian students' reading habits remain low, with technology and digital entertainment among the primary causes. Likewise, Putra (2023) found that students increasingly prefer digital reading, such as social media texts, rather than printed books, reflecting a shift toward more superficial literacy practices. These findings resonate with concerns that TikTok may distract students from sustained reading and reduce their concentration.

Taken together, these studies show that TikTok and similar platforms can both encourage and discourage reading, depending on how they are used. However, most existing research has focused on university students, global contexts, or general digital reading behaviors. Very few studies have specifically examined how TikTok affects the reading habits of senior high school students in Indonesia, particularly in Islamic-based schools such as MA Nurul Ichsan. This gap provides the rationale for the present study, which seeks to analyze the influence of TikTok on the reading habits of MA Nurul Ichsan students.

Accordingly, the purpose of this study is threefold: first, to analyze the influence of TikTok usage on the reading habits of students at MA Nurul Ichsan; second, to identify patterns of TikTok content preference that may contribute to changes in students' reading behaviors; and third, to provide recommendations for teachers, parents, and policymakers to foster a balance between social media consumption and the cultivation of positive reading habits. By pursuing these objectives, this research aims to contribute both theoretically and practically—enriching the literature on digital media and literacy while also offering concrete guidance for sustaining students' reading engagement in the midst of their growing digital lives.

METHOD

This study employed a pre-experimental research design, specifically the posttest-only design. In this design, the researcher did not use a control group but focused on one group of respondents who were given treatment, followed by a posttest to measure the effect of the independent variable. The treatment in this study refers to the students' exposure to TikTok usage, while the dependent variable is their reading habits.

The population of this study consisted of students at MA Nurul Ichsan, including grades X, XI, and XII. The sampling technique used was non-probability sampling, with respondents selected from students who actively use the TikTok application. Data were collected using questionnaires and observations. The questionnaire contained structured questions about students' reading frequency, preferences, concentration levels, and their perceptions of TikTok's influence on reading habits. Observations were conducted to support the questionnaire data by recording students' behavior in their natural school environment.

The posttest was administered after the treatment (TikTok usage), in which students' reading habits were assessed directly without any pretest measurement. Data were then analyzed descriptively to identify patterns, trends, and the overall impact of TikTok usage on students' reading habits.

RESULT AND DISCUSSION

This research was conducted at MA Nurul Ichsan with the research subjects being class X, XI, XII students. The purpose of this study is to determine the effect of tik tok on students' reading habits at MA Nurul Ichsan.

Demographic Information

Demographic information consisted of gender, age and grade level of respondents (table 1). The results of the demographic data analysis of the 20 respondents at MA Nurul

Ichsan showed certain characteristics. The majority of respondents were aged 16-18 years (80%), which reflects the level of productivity and awareness of the importance of information. In terms of gender, male respondents accounted for 40% while female respondents accounted for 60% and all respondents (100%). The education level of the respondents also showed that 35% were in class X and 35% were in class XI and 30% were in class XII. This shows that the respondents are active students and have the potential to influence the influence of Tik Tok on students' reading habits.

Figure 2. Analysis Diagram



Reading Habits

Five statements were given to assess the reading habits of the respondents. The findings (table 2) show that 14.3% of the respondents read books every day outside school hours, 19% of the respondents only read once a week outside school hours. outside of school hours, 19% of respondents only read outside of school hours once a week, 57.1% of respondents rarely read books outside of school hours and 9.5% of respondents read books outside of school hours. school hours, 57.1% of respondents rarely read books outside of school hours and 9.5% of respondents never read books outside of school hours.

Table 3. Patterns of students' reading habits

Answer	Freq. (%)
Every day	3 (14,3%)
Once a week	4 (19%)
Very rarely	2 (9,5%)
Never	12 (57,1%)

The effect of TikTok on decreasing reading habits

The results of this study reveal that the use of TikTok has a significant effect on students' interest in reading school subjects. Of the 21 respondents who participated in the survey, most reported a decline in reading interest after actively using TikTok. A total of 33.3% of respondents stated that their interest in reading had decreased greatly, while another 57.1% revealed that their interest had decreased. Overall, 90.4% of respondents felt a negative impact on their reading interest as a result of using TikTok.

These results indicate a worrying trend among students, where the presence of short video- based social media such as TikTok can significantly affect their learning patterns. With its light, fast and engaging entertainment content, TikTok offers a very different experience compared to reading subject matter that requires concentration and

deep understanding. The fast scrolling flow of content through TikTok's algorithm tends to encourage students to prefer short and instant information, thus reducing their interest in reading activities that require more time and focus.

Figure 4. Analysis Diagram



Types of TikTok content that are most frequently watched

Based on the survey results, the type of TikTok content most frequently watched by users shows a clear trend, with 80% of respondents choosing entertainment content as their favorite. Entertainment content on TikTok is very diverse, ranging from funny videos, viral challenges, to entertaining dances. This diversity not only attracts users' attention, but also creates a community that interacts with each other and shares fun moments. In an era where stress and life pressure are increasing, entertainment content on TikTok is an effective escape, providing laughter and happiness in a short and accessible form. On the other hand, educational content also has a significant place, although it only attracts 15% of respondents. This content is often presented in creative and engaging ways, such as short tutorials, practical tips, or explaining complex concepts in a simple way. For example, many users utilize these platforms to learn about a wide range of topics, from cooking skills to financial tips to scientific knowledge. This shows that while entertainment dominates, there is also a desire to learn and develop among TikTok users. Meanwhile, the other categories, which only account for 5% of respondents, show that there is a small segment of users who seek content outside of entertainment and education, such as art, music, or niche content. This indicates that TikTok as a platform is very flexible and able to accommodate various types of content that can meet the diverse interests of users.

Overall, the survey results reflect an interesting dynamic in content consumption on TikTok. Users seem to prefer content that can provide entertainment and fun, but still appreciate the educational value offered. As such, TikTok is not only a platform for fun, but also a source of knowledge that can be accessed in a fun and interactive way. This creates a balanced experience between entertainment and learning, making TikTok one of the most engaging and relevant social media platforms in today's digital age.

Figure 5. Analysis Diagram



Difficulty concentrating

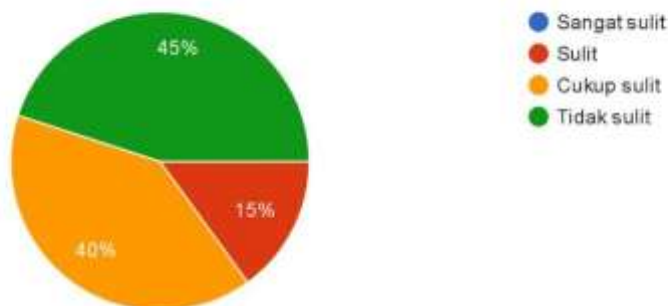
Based on the results of the questionnaire conducted to determine the effect of watching TikTok on the ability to concentrate on reading, it was found that most respondents experienced a certain level of difficulty in concentrating after using the platform. A total of 15% of respondents admitted that they found it very difficult to concentrate on reading after watching TikTok, indicating a significant level of concentration impairment. Additionally, 45% of respondents stated that they found it difficult to concentrate, although not to an extreme degree.

A total of 60% of all respondents reported experiencing difficulty concentrating after using TikTok, falling into either the "difficult" or "very difficult" categories. This finding suggests that the use of TikTok, particularly when engaged for extended periods, may have a significant impact on an individual's ability to maintain focus and cognitive capacity for tasks such as reading. The continuous exposure to rapid and diverse content on the platform may contribute to shortened attention spans and reduced mental endurance, making it harder to concentrate on activities that require sustained focus. These results highlight the potential cognitive effects of prolonged TikTok use, raising concerns about how social media consumption may influence cognitive functions and daily productivity.

In contrast, the other group of respondents, who had no difficulty or only mild difficulty, were not explicitly included in the data, so additional analysis is needed to understand the distribution of their responses. These results are important for understanding the relationship between habitual use of short video-based social media and its impact on concentration-intensive activities, such as reading. Further analysis could take into account additional factors such as duration of TikTok use, type of content consumed, and respondent characteristics.

Figure 6. Analysis Diagram

Apakah anda merasa kesulitan untuk berkonsentrasi membaca setelah menonton Tiktok?
20 jawaban



Students' reasons about the use of TikTok affecting your reading habits

The questionnaire results indicate that students hold diverse opinions regarding the influence of TikTok on their reading habits. A portion of the respondents believe that TikTok has no significant effect on their reading behavior. They view the platform as a form of casual entertainment that does not interfere with their time allocated for reading. For these students, using TikTok is seen as a way to relax or unwind, and they feel capable of balancing their social media consumption with their academic responsibilities. This group maintains that their reading habits remain unaffected, as they prioritize reading during designated times despite their engagement with the platform.

However, many students revealed that the use of TikTok can interfere with learning focus and cause addiction. They often felt that after watching TikTok videos, they found it difficult to refocus on books. Some students also noted that the use of TikTok makes them lose track of time and tend to procrastinate reading. While some argue that TikTok can provide useful information, they still emphasize the importance of balancing time for watching and reading.

Overall, although some felt TikTok had no effect, many students felt a negative impact on their reading habits as a result of using this app. This shows the need for awareness and good timing in using social media so as not to interfere with literacy activities.

Table 7. Students' reasons about the use of TikTok affecting your reading habits

No	Students' Statements	Freq	Persentase (%)
1	No effect, TikTok is just entertainment.	5	25%
2	Affects, disrupts study focus and causes addiction.	6	30%
3	No effect, I stay focused on reading when reading time comes.	3	15%
4	Affected, it's hard to get back to reading after watching TikTok.	4	20%
5	Don't know, rarely use TikTok	2	10%
6	TikTok provides inspiration to find reading material.	1	5%

From the table above, it can be seen that 30% of students feel that TikTok has a negative effect on their reading habits, especially in terms of focus and addiction. Meanwhile, 25% of students were of the opinion that TikTok had no effect at all, considering it as mere entertainment. A total of 20% of students admitted to having difficulty returning to reading after watching TikTok, indicating a significant impact. Only 5% of students felt inspired to seek out reading material from TikTok content, suggesting that despite the potential positives, the negative impacts dominate. Thus, the results of this questionnaire highlight the importance of timing and awareness in using social media apps such as TikTok so as not to interfere with students' reading habits and literacy activities.

Discussion

This research aims to analyze how the use of the TikTok platform influences the decline in student interest in reading at MA Nurul Ichsan. By examining various theories related to media consumption and reading habits, the study found that TikTok usage significantly impacts students' reading behaviors. The findings align with the theory that individuals actively select media to satisfy specific needs, whether for entertainment, social interaction, or information. In the case of students, the highly engaging and fast-paced nature of TikTok content tends to capture their attention, leading them to prioritize short-form video consumption over reading activities. As a result, their reading habits gradually decline, as they become more accustomed to instant gratification and visually appealing content rather than the cognitive effort required for reading. This shift in preference raises concerns about the long-term impact of digital entertainment on students' literacy and academic performance.

The findings of this study reveal that a substantial majority of respondents (90.4%) acknowledged a decline in their reading interest as a result of their engagement with TikTok. This decline is particularly alarming because reading is a fundamental skill that plays a vital role in various aspects of intellectual and personal growth. Regular reading enhances language development by expanding vocabulary, improving grammar, and strengthening communication abilities. Additionally, it fosters comprehension skills, enabling individuals to understand, interpret, and critically evaluate complex information. Furthermore, reading

promotes critical thinking by encouraging analysis, reflection, and the ability to form independent opinions based on evidence. The decline in reading interest due to TikTok usage suggests that students may be shifting their focus toward fast-paced, visually stimulating content that provides instant gratification but lacks the depth and cognitive challenge associated with traditional reading materials. This shift could lead to long-term consequences, such as reduced academic performance, diminished analytical abilities, and a decreased capacity for sustained focus. Given the essential role reading plays in cognitive and intellectual development, the negative impact of TikTok on reading interest highlights the need for educators and parents to implement strategies that encourage a balanced approach to media consumption while fostering consistent and meaningful engagement with reading materials.

This finding is in line with Rashid et al. (2021), whose recent research has similarly highlighted the detrimental effects of social media on reading habits. Their study suggests that platforms like TikTok, which prioritize short, visually engaging, and highly entertaining content, can significantly reduce the amount of time individuals, particularly students, dedicate to traditional reading materials. The constant exposure to brief and rapidly changing information on TikTok encourages users to seek instant gratification, making it more difficult for them to engage with lengthy and in-depth texts that require sustained focus and cognitive effort. Over time, this shift in media consumption habits may contribute to a decline in reading comprehension, critical thinking, and the ability to process complex ideas. These findings underscore the need for greater awareness of the impact of digital entertainment on students' literacy and suggest that strategies should be developed to encourage a more balanced approach to media consumption and reading.

This study revealed that students tend to prefer entertainment content on TikTok, which significantly diverts their time and attention away from reading religious books. The engaging and visually stimulating nature of TikTok content captures their interest, making them spend more time scrolling through videos rather than engaging in religious reading. This finding is supported by Ramadhan (2022), who also highlights how social media entertainment can reduce students' motivation and willingness to read religious literature. As a result, the shift in preference towards digital entertainment over traditional reading materials may impact their spiritual development and depth of religious knowledge.

The finding is in line with Kumar & Patel (2022) who discovered that platforms like TikTok condition the brain to seek rapid bursts of information, making it difficult to engage with longer, more complex texts. The constant exposure to short-form videos trains users to expect quick gratification, reducing their patience and ability to focus on extended reading materials. As a result, students may struggle with deep reading comprehension, critical thinking, and sustained attention, which are essential skills for academic success. Over time, this shift in cognitive processing could lead to a decline in reading stamina, making it harder for students to absorb and analyze detailed or nuanced information found in books and other long-form texts. These findings highlight the need for a balanced approach to digital consumption to prevent adverse effects on students' literacy and learning abilities.

This concern is echoed in research by Alhassan et al. (2022), which found that excessive use of social media can have a negative impact on students' learning concentration and overall academic achievement. Their study highlights how the constant distractions provided by social media platforms, such as TikTok, can reduce students' ability to focus on their studies for extended periods. As students become accustomed to the fast-paced and highly stimulating nature of short-form content, they may find it increasingly difficult to engage in deep learning, retain information, and complete academic tasks that require sustained attention. This decline in concentration can ultimately lead to lower academic performance, as students struggle to manage their time effectively and prioritize their educational responsibilities. These findings emphasize the importance of fostering digital literacy and self-regulation strategies to help students balance their use of social media while maintaining strong academic engagement and focus.

Cognitive Load Theory explains that human cognitive capacity is limited, and

overexposure to information can lead to cognitive overload. Research by UGM students (2024) found that the consumption of short content on TikTok can reduce students' attention span, making it difficult for them to focus on reading activities that require reading. They have difficulty focusing on reading activities that require higher concentration. This theory states that individuals learn through observation and imitation of others' behavior. TikTok, as a video-based platform, allows students to mimic the behavior they see, including the habit of consuming entertainment content rather than reading. This can shift students' interest and students' reading habits towards more instant consumption of visual content. Habitual Behavior Theory suggests that habits are formed through repetition of behavior in a consistent context. Repeated use of TikTok can form new habits that replace time previously spent reading. Over time, this habit can reduce students' interest and frequency of reading.

While TikTok negatively impacts students' reading habits, it can also be leveraged to promote literacy if used correctly. Research by Efendy et al. (2024) suggests that incorporating digital literacy programs in schools can help students balance entertainment with educational content. Additionally, educators and parents should encourage students to engage with informative and educational TikTok content to develop critical thinking skills while maintaining their reading habits. This research is in line with the findings of Safitri (2023) who found that TikTok use had an impact on decreasing students' interest in learning in certain subjects. However, this study adds a new perspective by focusing on the decline in reading interest in general among MA Nurul Ihsan students, not just on certain types of reading or subjects. The results of this study emphasize the importance of monitoring and regulating the use of social media among students. Educators and parents need to work together to direct students in utilizing social media wisely, as well as encourage reading habits through strategies that are interesting and relevant to students' interests.

CONCLUSION

Based on the results of research on the effect of TikTok use on the decline in students' interest in reading at MA Nurul Ihsan, it is known that most students experience a significant decline in reading habits. A total of 90.4% of respondents reported that their reading interest decreased after actively using TikTok, with 57.1% of them rarely reading books outside of class hours. This decline is due to students' preference for easily accessible and engaging entertainment content, as chosen by 80% of respondents. The short and quick content presented by TikTok tends to distract students, so they prefer watching instant videos rather than taking the time to read. In addition, 60% of respondents also experienced difficulty in concentrating after using the app, further strengthening the evidence that TikTok use can affect students' focus and literacy habits. This study shows that although there are a small number of students (5%) who feel motivated to look for reading material from the content they see on TikTok, the negative impact of using this application remains more dominant. The habit of using TikTok excessively can form new patterns of behavior that have the potential to shift students' interests from reading activities to the consumption of instant visual content. Therefore, the active role of teachers and parents is needed to monitor the use of social media among students and provide education on effective time management. These efforts are important so that students can still enjoy entertainment through social media without having to sacrifice reading habits that are essential for the development of their knowledge and critical thinking skills. Overall, this study underscores the importance of fostering awareness and adopting a balanced approach to media consumption among students. In today's digital era, where social media plays a significant role in daily life, it is crucial to recognize both its benefits and potential drawbacks. While social media provides opportunities for communication, information sharing, and entertainment, excessive or unregulated use can hinder students' academic performance and personal growth. By emphasizing reading as a fundamental skill, educators and parents can play a pivotal role in shaping students' intellectual and emotional

development. Encouraging regular reading habits not only enhances literacy and critical thinking but also equips students with the ability to analyze and interpret information more effectively. This is especially important in an era where misinformation is prevalent, and the capacity to distinguish credible sources from unreliable ones is vital. Furthermore, fostering a balanced media environment can help students manage their time more effectively, reducing distractions and promoting deeper engagement with their studies. Educators and parents can collaborate to create supportive learning environments that value both digital literacy and traditional reading skills. Through open communication and proactive guidance, they can empower students to make informed decisions, navigate the complexities of the digital world, and cultivate lifelong reading habits that contribute to their academic success and personal well-being. By adopting this holistic approach, society can better prepare the younger generation to thrive in a rapidly evolving information landscape while maintaining the foundational skills necessary for future success.

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