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Remapping The Usage of TikTok Platform in The Education Context

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ABSTRACT

Social media is one of most powerful tools have been using among society. There are many ways on how society used social media such as for communication, searching latest information, and also for education purposes. In context of social media, it can be categorized into several types such as Facebook, Instagram, and recently the most popular is TikTok. However, to the extent which the use of the TikTok platform in the context of education is still limited has been discovered by previous researchers. Therefore, the current study objective is to investigate the usage of TikTok in the education context. The result of current study shows that the TikTok platform could have a significant positive impact in education as its collapse positively affects life of students as well.

1. Introduction

In recent years, digital technology has become an increasingly ubiquitous part of our daily lives. In this regard, today's younger generation is considered digital natives as they are growing up in an era where digital devices and online platforms are a constant presence [1]. Digital technology has transformed how we communicate, learn, work, and interact with others, creating new opportunities and challenges for individuals and society [2]. In education, digital technology can enhance learning outcomes, engage students in new and creative ways, and provide greater access to educational resources [3].

Research has shown that digital technology and identity practices are deeply intertwined, young people using digital platforms to construct and perform their identities in new and complex ways [4]. For example, social media platforms such as Instagram and Snapchat allow young people to curate their online personas through carefully chosen images, filters, captions and social interactions [5]. Similarly, online communities allow young people to explore and experiment with different identities, roles, and personas [6]. On the other hand, while the digital world offers young people new

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possibilities for self-expression, creativity, and connection, it also presents challenges and risks, such as cyberbullying, online harassment, and exposure to harmful content [1].

The use of digital technology is often researched in isolation, with little attention paid to young people's accounts of the specific ways digital technology and identity practices influence and overlap in education and their daily lives [7]. Therefore, there is a pressing need for research that examines the complex and nuanced ways in which digital technology and identity practices intersect in the lives of young people. In this study, the young people refer as university students. This research can help educators and policymakers develop more equitable and inclusive approaches to using digital technology in education and beyond. Such research can provide insights into how young people from different backgrounds use digital technology to navigate and express their identities in ways that reflect their social experiences [8].

In addition, TikTok has emerged as a prominent platform for young people to express themselves and engage with their peers through short-form videos. The app has over 1 billion active users worldwide, and its popularity among young people continues to grow rapidly [9]. TikTok's unique features, including the ability to add music and video filters to their videos, have facilitated creative self-expression and allowed users to explore different aspects of their identities. As digital technology becomes increasingly integrated into young people's lives, it is essential to understand how it intersects with identity practices in educational settings. This paper aims to contribute to this understanding by examining the complex and nuanced ways in which digital technology and identity practices intersect in the context of education. Reviewing existing literature and empirical research, this study will explore how university students use digital technology to construct and negotiate their identities in educational settings. This study will examine these practices' potential benefits and drawbacks for their learning, well-being, and social interactions. Additionally, this study will identify areas for future research and practice that can inform educators and policymakers on developing more equitable and inclusive approaches to using digital technology in education, including TikTok.

This paper also will contribute to this growing body of research by examining the intersections between digital technology and university students in the context of education. Specifically, how university students use digital technology in educational settings and the implications of these practices for their learning, well-being, and social interactions. Hence, this study will draw on existing literature and empirical research to examine how digital technology can enable and constrain young people's development in educational contexts. Furthermore, areas for future research and practice will also be identified. Overall, examining the intersections between TikTok, digital technology, and education can offer valuable insights into how young people navigate the complex landscape of social media and how this influences their broader societal issues related education. As such, this conceptual paper seeks to explore and synthesise existing research on TikTok, digital technology, and provide a suggestion for future research in this area. In detail, since this study is a conceptual paper, the aim of this paper is to conduct a research and explore the TikTok platform in the context of education. The approach used is to search for relevant references in databases such as Emerald, Web of Science, and Scopus using keywords such as TikTok, Education and TikTok, TikTok and university students, social media and university students, and TikTok and university education. The result will provide a clear and in-depth understanding of TikTok in the context of education, focusing on its impact on university students.

2. Social Media and University Students

Social media has become an integral part of the daily lives of university students, allowing new opportunities for communication, networking, and social interaction. In 2021, it was estimated that

there were 4.2 billion social media users worldwide, with younger generations being the most active [10]. The COVID-19 pandemic has expanded university students' use of social media to stay in touch with classmates and obtain online educational materials [11]. The COVID-19 pandemic has significantly impacted how education is delivered and experienced worldwide [12]. With the need to practice physical distancing and limit the spread of the virus, many schools and universities have had to transition to online learning and remote instruction [11]. This shift to virtual learning and has presented several challenges for students, teachers, and administrators. Many students have had to adapt to new technologies and modes of learning, while teachers have had to find new ways to engage and interact with their students in a virtual environment [12].

According to studies, social media can have positive and bad effects on the identity formation of university students. Social media, for instance, can provide a place for allowing students to interact with others [13]. Additionally, students' academic performance can be enhanced by utilising social media for collaborative work and information exchange [14]. Collaborative work and information exchange are essential to many educational and professional environments [14]. With the increasing availability of digital technologies and online platforms, collaboration and information sharing have become even more critical to success in many fields [15].

In addition, collaborative work allows individuals with diverse skills and perspectives to work together toward a common goal [14]. Through collaboration, team members can share ideas, knowledge, and expertise and leverage each other's strengths to achieve better outcomes [16]. Collaboration can also promote creativity and innovation, as team members are encouraged to think outside the box and explore new approaches [17]. On the other hand, information exchange involves sharing knowledge and data between individuals or groups [16]. This can occur through various means, including email, messaging apps, online forums, and shared online documents [18]. Information exchange allows individuals to stay current on important developments in their field and access resources and insights that can inform their work [16]. Both collaborative work and information exchange are increasingly facilitated by digital technologies [18]. For example, virtual meeting tools such as Zoom and Microsoft Teams make it easy for individuals in different locations to communicate and collaborate in real-time. Cloud-based file-sharing and collaboration tools such as Google Drive and Dropbox allow team members to share and collaborate on documents and other files from anywhere, at any time [19]. In this regard, this study focuses on the integration of technology in the context of education, specifically in higher learning institutions.

Social media platforms can also help students to interact with their classmates and lectures, which fostering social capital and enhancing their sense of belonging within the university community [20]. Interactions through social media platforms provide opportunities for students to interact with their classmates and lecturers outside of the traditional classroom setting [21]. Subsequently, this can help to foster a sense of community and social capital, which can be critical to student success and well-being [22]. Students can connect with others who share their interests and values by participating in online discussions and activities. This, consequently, will create a sense of identity and belonging within the larger university community [20]. Research has shown that students who feel a sense of belonging and connection within their university community are likelier to persist and succeed academically [23]. In addition, by using social media to connect with their peers and lecturers, students can build relationships and networks that provide support and resources throughout their academic journey [24]. For example, social media can organise study groups, share notes and resources, and provide feedback on assignments and projects. Students can also use social media to connect with lecturers outside of class, ask questions, and get feedback on their work [20,24].

In addition, social media can provide students with opportunities for self-expression and creative production, thereby fostering critical thinking and digital innovation [25]. Social media platforms such as Instagram, TikTok, and YouTube offer students a range of creative opportunities, such as creating and sharing videos, music, and artwork [20]. By engaging with these platforms, students can develop their creative skills [25]. Students can use social media to research and explore topics of interest, engage in online debates and discussions, and critically evaluate the sources and credibility of information [26]. Moreover, social media platforms offer opportunities for critical thinking and digital innovation [25,26]. In this regard, social media platforms provide a domain for digital innovation due to their efficiency in communicating and disseminating information [27]. Thus, social media contributes to students' overall development and prepare them for success in the digital age by providing opportunities for self-expression, creative production, critical thinking, and digital innovation [25,26].

On the other hand, despite social media's positive impact, previous studies have discussed the negative effects of social media use on university students. For example, studies have linked university students' social media use to negative mental health consequences such as anxiety, depression, and loneliness [28]. While, Jeri-Yabar *et al.*, [29] examined the relationship between social media use and depressive symptoms among university students and found that greater social media use is linked to more depressive symptoms, even after controlling other factors such as age, gender, and frequency of face-to-face social interaction. One reason is that social media use can lead to social comparison, increasing feelings of inadequacy and low self-worth [29].

Excessive social media use can result in distractions and procrastination, substantially impeding the academic progress of students [30]. One possible explanation for this correlation is the students spend a lot of time scrolling through their social media feeds or checking their notifications. Social media use takes time away from more productive activities, such as studying, completing assignments, or engaging in extracurricular activities. In this light, excessive social media use has been linked to a loss of focus and motivation and a decline in academic performance over time [30]. Excessive social media use can also disrupt students' sleep patterns, negatively affecting cognitive functioning and academic performance. Studies have shown that using electronic devices before bedtime can interfere with sleep quality and duration, leading to fatigue, irritability, and difficulty concentrating the following day [31].

Due to the complexity and diverse character of university students' social media usage, it is vital to have a comprehensive understanding of how students' social lives and academic lives intersect with social media. This is particularly significant given the growing prevalence of social media usage among university students.

3. TikTok, University Students, and Education

The impact of social media, including TikTok, on university students' education and identity has become a topic of interest in recent years. Several previous researchers have explored various aspects of this relationship, including how TikTok platform influences students' learning, academic performance, and socialisation [32]. One theme that has emerged is the role of social media in providing students with a sense of community and belonging. For example, Yang [33] found that TikTok can be a platform for students to connect with peers with similar academic interests and goals. Students can form virtual study groups and support networks by creating and sharing educational content on the app. Another emerging theme is the potential for social media to enhance students' learning experiences. Literat [34] found that students who engaged with educational content on TikTok reported increased motivation and interest in their coursework. Additionally, Qiyang and Jung

[35] found that TikTok can be used as a creative and interactive learning tool, such as through short educational videos and challenges.

TikTok has quickly become one of the most popular social media platforms among young people, particularly those in higher education [32]. Given the rising prominence of social media in students' lives, it is necessary to assess the potential impact of TikTok on their education and well-being. Several studies have highlighted the impact of TikTok in developing social norms and cultural values among young people, as well as its potential influence on academic accomplishment and student involvement in higher education [33,34].

Reswari and Kalimanzila [36] explored how TikTok is used to promote self-directed learning among university students. The study divided students into two groups: the TikTok-based learning group, which received learning materials through short videos posted on TikTok, while the traditional learning group received the same materials through lectures and readings [36]. The results showed that the TikTok-based learning group had higher engagement, motivation, and perceived learning outcomes than the traditional learning group [36]. This positive result is attributed to the short-form video format of TikTok, which is well-suited for delivering bite-sized pieces of information that can be easily understood and retained by students. Additionally, the interactive features of TikTok, such as comments and likes, provided opportunities for students to engage with each other and the content.

Similarly, Literat [34] found that social media platforms like TikTok can potentially enhance students' learning experience. Both studies suggest that the interactive and creative features of TikTok can engage students and facilitate active learning. Literat [34] specifically found that TikTok's algorithmic recommendation system helped students discover new content and expand their knowledge beyond their course materials. This aligns with Reswari and Kalimanzila [36] argument that social media platforms can provide informal learning and knowledge acquisition opportunities. Moreover, Literat [34] highlight the importance of fun and entertainment in learning, a key aspect of TikTok's appeal. This finding is consistent with the studies by Qiyang and Jung [35] that online contexts provide opportunities for autonomous development and the creation of private spaces, which create both opportunities and risks.

Dasoo [37] stated that TikTok videos could be used as supplementary materials to help students understand a difficult topic, subject or course. The results indicate that students are motivated to learn difficult topics or those subjects. In this light, the short video format used by the TikTok platform can effectively generate students' interest, help them understand the lessons and increase their motivation.

Another study by Zahra *et al.*, [38] examined the link between using TikTok and academic achievement among university students. The study found students who spend more time on TikTok have shown lower academic attainment than those spending less time on the app [38]. In addition, Zahra *et al.*, [38] argued that the constant distraction and stimulation given by TikTok might interfere with students' capacity to focus on academic tasks, leading to worse academic achievement. Similarly, Maretha and Anggoro [39] found that excessive TikTok use was negatively associated with academic achievement among university students. Maretha and Anggoro [39] reported that students who spent more time on TikTok were more likely to procrastinate on academic tasks and had lower GPAs than those who used TikTok less frequently. Similarly, some studies found that TikTok causes lower academic performance, as measured by students' cumulative GPAs [40]. Therefore, based on past studies' findings on the relationship between TikTok usage, and university students' education achievement, there is a need to further examine how this relationship influences students' life in the context of education.

4. Collapsing Context – TikTok, University Students, and Education

As TikTok continues to gain popularity among the younger generation, it has increasingly become a platform for university students to share their academic experiences. On the other hand, using TikTok can disrupt the academic lives of university students, affecting their education outcomes. Thus, this study discusses how the use of TikTok affects the educational achievements of university students, and the extent to which using TikTok can either support or disrupt the students' academic journey. As acknowledged, studies on the effect of digitalisation in everyday lives have projected that the integration between online and offline domains will significantly influence the lives of youths and university students [41]. For instance, Stoilova [42] found that young people embrace the integration of online and offline domains in various contexts, including education.

Stoilova [42] study delved further into the impact of young people's media practices on their learning and identity formation. The study gathered data from several students through semi-structured interviews, direct observations, and media diaries by utilising the community of practice from a theoretical perspective. The results revealed that young people participate in similar digital practices in and out of school, frequently conversing with friends about games and YouTube content. Moreover, technology serves as a platform facilitating the relationships between the in-school and out-of-school communities, influencing young people's learning and identity formation. Stoilova [42] also study highlights how technology plays a significant role in young people's lives, impacting their communication, socialisation, relationship-building, learning, and entertainment. The study also emphasises how technology can function as a tool for establishing relationships and communities of practice, both in and out of the classroom. Ultimately, this highlights the need for educators to recognise the importance of technology in young people's lives and to leverage its potential in creating supportive learning communities that encourage exploration and support for learning practices and identities.

Ismail [43] explored the influence of social media on the academic performance of college students. Their research found that social media use negatively affects academic performance because it can be addictive and distracting, leading to a lack of focus and decreased productivity. On the other hand, the also study revealed that social media could be used positively for academic engagement and collaboration. Ismail [43] suggest that universities should provide guidelines and training to help students use social media effectively for academic purposes. Students can leverage social media to their advantage by accessing academic resources and communicating with peers and professors to enhance their learning experience. This approach can help students balance the use of social media with their academic responsibilities and avoid the negative consequences of excessive use. Furthermore, the study highlights the importance of developing students' digital literacy skills, including critically evaluating information and using social media platforms responsibly and ethically.

Ansari and Khan [44] explored the use of TikTok as a learning tool in higher education, specifically how TikTok can enhance learning and engagement among university students. Their study's findings indicated that TikTok could effectively enhance learning and engagement among university students. Additionally, their study also found that TikTok can help to create a positive learning environment, promote student engagement and participation, and facilitate collaboration and communication between students and teachers. Furthermore, their study also found that TikTok can enhance the students' creativity and critical thinking skills. Ansari and Khan [44] found positive results suggest that TikTok can be a valuable tool for educators to consider when designing their teaching strategies. TikTok's features, such as short videos, music, and visual effects, can make learning more interactive, engaging, and enjoyable for students. The study further highlighted the importance of embracing

new technologies in education and adapting to the changing needs and preferences of the younger generation.

What emerges from the study of the impact of TikTok on university students' academic performance is that digital technologies continue to shape how young people engage in learning. The use of social media platforms like TikTok is not limited to leisure but also as a way to learn, leading to integration between social media and academic elements. Such integration is evident in the blurred boundaries between personal and academic life, virtual and physical spaces, and formal and informal learning. On the other hand, past studies have also highlighted the negative consequences of social media use, such as distractions and addiction. This calls for recognising the positive ways digital technologies can mediate and integrate contexts in education. TikTok, for instance, can be harnessed as a tool for collaborative learning, peer support, and creativity, bridging the gap between classroom learning and real-world experiences. To fully understand the implications of the disruption/disintegration of contexts when TikTok, university students, and education merge, future research must move beyond quantitative surveys and explore the lived experiences of students in interconnected spaces as they occur. Additionally, universities can provide guidance on how to use digital technologies effectively, foster a culture of responsible digital citizenship, and leverage social media platforms for academic purposes. Ultimately, we can better prepare young people for a rapidly changing world by acknowledging the complexities of the digital age and embracing the potential of digital technologies to mediate and integrate contexts in education. Moreover, this matter is very important as it is strongly supported by past studies that found online platforms enhance students' performance and also help students understand the subjects or courses they take [45-47]. There are also previous studies emphasizing the importance of looking into the future regarding the use of technology that has a significant impact on daily life [48,49].

5. Suggestions for Specific Research Questions

This study focuses on the impact of social media use, specifically TikTok, in the context of education for university students. Based on the arguments presented above, several research questions have been identified; first, how TikTok affects identity among young in the context of various such as early education and second, the implications of TikTok use in youths' social and emotional development, mental health, and overall self-perception.

This study proposes the Guided Tour Method to address these research questions. Using the qualitative and discovery-based Guided Tour Method, researchers can interact directly with research participants while adhering to ethical standards of care, respect, non-deception, empathy, informed permission, and confidentiality. This method allows researchers to record practises in their respective contexts as they occur and to investigate experiences as they develop in relation to their practice and circumstance.

In addition, this technique allows researchers to investigate the types of TikTok content created and consumed by young people, as well as the hashtags they use and the groups they are interested in. This will help researchers obtain valuable insights into how young people use TikTok and its role in forming their identities and experiences. This research can potentially enlighten educators, mental health professionals, and policymakers to guide young people to use social media platforms like TikTok responsibly to promote self-identity and overall well-being. Therefore, future research could investigate the integration of elements influencing young people's use of TikTok, such as gender, sexuality, class, ethnicity, and culture, to better understand how these elements relate to identification practises on the site or this platform. Besides that, future research also could examine how young people's use of TikTok influences their relationships with friends and family, as well as

their academic performance and desire to learn new things. Innovative research techniques such as the Guided Tour Technique can be used to investigate young people's complex and diverse social media practises. Such research can also help researchers understand the implications of these practises for the well-being and development of young people.

6. Conclusion

Based on the thorough descriptions and discussions in this study, the researchers suggest future research to examine students' use of TikTok for different purposes, including leisure and learning. Meanwhile, other suggestions for future research like improving university students' intergenerational and intercultural understanding through TikTok. The potential for TikTok to improve intergenerational and intercultural understanding among university students is a topic that has recently gained attention in the research community. Roslan *et al.*, [50] found that TikTok can facilitate cross-cultural communication and intercultural learning, particularly in language learning contexts. Similarly, another study by Wang and Chen [51] suggests that TikTok can serve as a platform for promoting cultural exchange and understanding among young people from different backgrounds. This area of research has the potential to contribute the development of strategies that promote the understanding of offline-online domain integration and communication in university settings.

This conceptual study focused on the complex interaction between university students' use of TikTok and education context. It investigated the reasons for the rise in TikTok's popularity among college students and how using the platform affects students' academic performance. The article also examined the possible benefits and cons of using TikTok in educational environments and how it could be integrated into education practices to enhance student learning outcomes and foster innovation. Therefore, the findings of this study can give a clear and critical picture of the importance of using TikTok in the lives of university students through several key aspects, such as improving academic performance and encouraging innovation.

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