

ANALYSIS OF STUDENTS' DIGITAL LITERACY IN UNDERSTANDING INDONESIAN EXPLANATORY TEXTS THROUGH THE TIKTOK EDUCATION PLATFORM

Muh. Zuhdy Hamzah ^{a*)}, A. Aisyah ^{a)}

^{a)} Institut Agama Islam Negeri (IAIN) Bone, South Sulawesi, Indonesia

^{*)}Corresponding Author: elzuhdy9298@gmail.com

Article history: received 21 April 2025; revised 02 May 2025; accepted 24 July 2025

DOI: <https://doi.org/10.33751/jhss.v9i2.12770>

Abstract. The development of digital technology, especially social media such as TikTok, has brought significant changes to the learning process in the modern era. However, there are still challenges related to students' digital literacy in utilizing these platforms effectively, especially in understanding complex and often considered difficult Indonesian explanatory text material. This study aims to analyze the extent to which students' digital literacy affects their understanding of explanatory texts through the use of TikTok Education. The research method used is qualitative with a case study approach, involving in-depth interviews with eight grade XI students and observations of the TikTok-based learning process. The results of the study show that TikTok provides a more interesting and contextual learning approach through short videos that combine animation and simple narration, thus helping students understand the concept of explanatory text structure such as general statements, explanatory sequences, and interpretations more effectively. In addition, student involvement in creating educational content improves digital literacy skills holistically, from searching for credible sources of information to producing logical and communicative narratives. However, weaknesses were found in the aspect of students' critical evaluation of the validity of information, where many students still rely on the popularity of content as a measure of truth. Therefore, the role of teachers as facilitators and content curators is very important to guide students in using TikTok wisely. In conclusion, TikTok has great potential as a medium for learning Indonesian, especially in understanding explanatory texts, if accompanied by comprehensive digital literacy development and appropriate teacher guidance. This study recommends the integration of adaptive, interactive, and sustainable digital learning strategies into the school curriculum.

Keywords: digital literacy, explanatory text, TikTok Education, Indonesian language learning, educational social media.

I. INTRODUCTION

In the current digital era, characterized by the rapid integration of information and communication technology into all aspects of life, the education sector is undergoing fundamental transformation. People's lifestyles have changed dramatically, and these changes are also reflected in the way students learn and teachers teach. Technological advancements have redefined the dynamics of the classroom, where learning is no longer confined to the four walls of a school or the pages of a textbook. Instead, the access to knowledge has become more decentralized, personalized, and instantaneous, primarily through the use of smartphones and the internet. Information is now abundant and available in various formats—from videos and podcasts to digital texts and interactive media—marking a major disruption in the traditional education ecosystem (Anderson & Rainie, 2021). In this transformation, social media has emerged not just as a socializing platform but also as a digital environment where informal learning organically occurs.

Among the various social media platforms, TikTok has risen to prominence, especially among youth populations.

Initially launched as a space for creative expression and entertainment, TikTok has gradually evolved into a powerful medium for knowledge dissemination and microlearning. Educational content on TikTok now ranges from science experiments and historical insights to language tutorials and social issue commentary. This development aligns with research by Zhang and Zhang (2023), who found that short-form video platforms significantly increase student engagement due to their alignment with Generation Z's consumption patterns. According to the We Are Social and Hootsuite Report (2024), TikTok is ranked among the top three most-used applications by Indonesian adolescents, particularly those in junior and senior high schools. The average student spends approximately 1–2 hours per day on TikTok, indicating its immense potential to be integrated into educational practices—especially when teachers and students are equipped with adequate digital literacy skills.

Despite this potential, teaching Indonesian, particularly with a focus on complex academic texts such as explanatory texts (teks eksplanasi), continues to face pedagogical challenges. Explanatory texts are structured to logically and systematically describe causal phenomena, whether natural,

social, or cultural. As such, they require students to engage in higher-order thinking skills including analysis, synthesis, and evaluation. However, in many classrooms, students struggle to connect with the content of explanatory texts due to the abstract nature of the material and the conventional, textbook-centric teaching methods that fail to relate the material to their lived experiences. As highlighted by Wulandari & Prabowo (2022), traditional approaches often render academic texts dull and difficult to comprehend. In this context, integrating digital platforms like TikTok into language instruction emerges as a promising solution to bridge the gap between academic rigor and student interest.

TikTok Education, a movement within the platform focused on educational content, provides teachers and student creators with a creative space to present subject matter in visually compelling and digestible ways. Using animations, narration, and dynamic video transitions, abstract linguistic concepts—such as the structure of explanatory texts—can be made clearer and more relatable to students. This media integration fosters multimodal learning, which, according to Mayer (2021), enhances memory retention and conceptual understanding by combining verbal, visual, and auditory inputs. The informality of the platform also allows for a more student-centered and explorative approach to learning. As noted by Lee & Cho (2023), students exposed to educational content on familiar platforms like TikTok tend to demonstrate higher motivation and active learning behaviors compared to those who rely solely on traditional learning media.

Nevertheless, the effective use of TikTok as a learning medium is contingent on students' digital literacy, which remains highly uneven. Digital literacy encompasses far more than the ability to operate a device; it includes the cognitive and critical competencies required to assess, interpret, and ethically utilize digital information. In their study, Kurniawan and Mahesa (2021) emphasize that students often exhibit high levels of functional digital fluency but lack critical evaluative skills when navigating online information. This is corroborated by initial field observations conducted in various urban and semi-urban senior high schools in Indonesia, where students were found to spend a significant portion of their time on entertainment content, often unaware of the importance of fact-checking or assessing the educational value of what they consumed. Many students assumed that content with high engagement metrics (likes, comments, shares) was automatically trustworthy, revealing a cognitive gap in distinguishing popularity from credibility (Astuti & Rahman, 2023).

This gap presents a significant challenge for educators and content creators who aim to use TikTok to support Indonesian language learning. Without strong digital literacy skills, students may misinterpret or devalue educational content, and fail to fully benefit from the platform's pedagogical potential. Recognizing this, the Indonesian government has launched a number of digital literacy initiatives, including the National Digital Literacy Movement (2020–2025) initiated by the Ministry of Communication and Informatics. Furthermore, Presidential Regulation No. 95 of 2018 on the Electronic-Based Government System (SPBE) underscores the importance of fostering a digitally competent citizenry. The Merdeka Curriculum also highlights digital literacy as one of

the key pillars in shaping students who are active, intelligent, and responsible in their use of information and communication technologies (Kemendikbudristek, 2023).

However, translating policy into practice remains a formidable challenge. As observed by Ningsih & Yuliana (2024), many teachers still lack the confidence and training to fully integrate social media into their lesson plans. They often view platforms like TikTok with skepticism or concern regarding content appropriateness and classroom management. To address this, educational institutions must offer continuous professional development for teachers, equipping them with pedagogical frameworks to curate and facilitate digital content responsibly. Teachers should not only act as facilitators but also as digital mentors who guide students through the process of selecting, analyzing, and reflecting on the information they engage with.

Given this background, it becomes crucial to conduct systematic academic investigations into how digital literacy affects students' comprehension of explanatory texts when using TikTok Education. Research in this area can provide valuable insights into how digital tools intersect with text-based competencies, and inform the design of evidence-based instructional strategies. It also has the potential to support the development of new educational policies that are more aligned with the realities of students' media environments. As argued by Setiawan & Lestari (2025), adaptive curriculum design must consider the evolving media consumption habits of learners and incorporate them into formal pedagogy to maintain relevance and effectiveness.

In conclusion, the integration of TikTok into the teaching of Indonesian—particularly in understanding explanatory texts—offers a timely and transformative pedagogical opportunity. It allows for a more engaging, accessible, and contextually relevant learning experience for students growing up in a digital world. However, its successful implementation hinges on a multi-layered approach involving the strengthening of students' digital literacy, the professional development of teachers, and the creation of supportive policies that encourage responsible and innovative media use. Only through such collaborative and systemic efforts can Indonesian language education evolve to meet the needs of the 21st-century learner—one who is not only technologically proficient but also critically and ethically literate in navigating the vast digital landscape.

II. RESEARCH METHODS

This study uses a qualitative approach with a descriptive analytical study type, because it aims to describe and analyze in depth how students' digital literacy plays a role in understanding explanatory texts through TikTok Education media. This approach was chosen to capture the subjective meaning and experience of students in using TikTok as a medium for learning Indonesian, especially in the context of explanatory texts. According to Creswell (2021), a qualitative approach is used when researchers want to explore in depth a complex social phenomenon that cannot be explained quantitatively.

This research was conducted in Malang, East Java, which is known as one of the educational cities with a fairly high level of digital technology adoption among students. The selection of Malang as the research location was based on the results of a national digital literacy survey which showed that students in urban areas such as Malang tend to be active in using social media, including TikTok, not only for entertainment, but also as an alternative learning resource.

The data sources in this study consist of primary data and secondary data. Primary data were obtained from the results of observations of learning activities, in-depth interviews with students and Indonesian language teachers, and analysis of TikTok Education content used by students in learning explanatory texts. Meanwhile, secondary data includes supporting documents such as the Indonesian language curriculum, teacher learning tools, and scientific articles and literature on digital literacy and the use of social media in learning. In line with Moelong's opinion (2019), qualitative data can be obtained from spoken and written words, actions, and visual documents that reflect the social behavior of research subjects.

The population in this study were all 11th grade students at one of the State Senior High Schools in Malang City who actively use the TikTok application in their daily lives. The research sample was taken using purposive sampling, which is a sampling technique based on certain considerations, such as students who have used TikTok Education as a learning reference, have active accounts with interactions with educational content, and are involved in Indonesian language assignments based on social media. Sugiyono (2023) stated that purposive sampling in qualitative research is used to obtain in-depth data, not statistically representative, but conceptually relevant to the research problem.

Data collection techniques are carried out using three main methods, namely:

1. Participatory observation, to observe student behavior when accessing and using TikTok Educational content in Indonesian language learning activities inside and outside the classroom.
2. Semi-structured interviews were conducted with Indonesian language students and teachers to explore perceptions, experiences, and obstacles in integrating social media into explanatory text learning.
3. Documentation study, which includes educational video content from TikTok, student work results (such as assignments or learning reflections), as well as curriculum documents or modules used by teachers.

As stated by Miles, Huberman, and Saldaña (2018), in qualitative research, data and technique triangulation are required to ensure the validity and depth of the information obtained. Therefore, these three techniques are used continuously and complement each other.

The data analysis technique in this study used an interactive analysis model developed by Miles, Huberman,

and Saldaña (2018), which consists of three main components: data reduction, data presentation, and drawing conclusions/verification. Data reduction was carried out from the beginning of the data collection process by filtering relevant information. Furthermore, the data was presented in narrative and thematic form, then analyzed in depth to draw patterns or categories of student understanding of explanatory texts and their relationship to digital literacy competencies.

To maintain the validity of the data, source and technique triangulation techniques are used, such as comparing observation results with interviews and documentation. Data validity is also strengthened by memberchecks with sources and discussions with colleagues.

In addition, in the context of students' digital understanding and behavior, data analysis also uses an interpretive approach. This approach aims to explore the hidden meanings behind students' learning experiences through digital media, so that it does not only stop at the technical aspects of understanding, but also touches on the social and cultural aspects of their learning practices. Ghozali (2022) emphasized that social data analysis in the context of education needs to consider the subjective meanings that arise from interactions between subjects and their digital environment.

With this approach, the research results are expected to provide a holistic picture of the extent to which students' digital literacy in Malang City contributes to their ability to understand explanatory texts through TikTok Education, as well as being a reference for the development of contextual and technology-based learning strategies.

III. RESULTS AND DISCUSSION

Based on the results of in-depth interviews conducted with eight grade XI students at a public high school in Malang City, various patterns of understanding and experiences of students in using TikTok as a means of learning Indonesian were found, especially in understanding explanatory texts. The majority of students showed enthusiasm for using TikTok as a learning medium because it was considered more interesting, flexible, and in accordance with their visual and auditory learning styles. One student, ARA (17 years old), stated: *"From textbooks, explanatory texts are difficult to understand because there are many terms. But on TikTok, there is content that explains with simple animations and narration, so it is easier to enter the brain."* This suggests that audiovisual media such as TikTok can be an effective tool to bridge the gap between abstract material in textbooks and the reality of students' understanding which requires a more contextual and interactive approach.

A similar thing was also conveyed by another student, PRY (16 years old), who said that he found it easier to understand the logical sequence in explanatory text through TikTok videos that showed simulations or visual processes. He said: *"I watched a video about the process of rain. In the video there were pictures of clouds, evaporation, then rain. This is the first time I really understand the sequence."* PRY even added that by seeing direct visual illustrations of the

processes, he felt he was able to remember the material longer than just reading from a textbook.

However, not all students show a mature understanding of the content of the educational videos they watch. Some students actually show a dependence on the popularity of the content without considering the validity of the information conveyed. DSK (16 years old) for example, admitted: *"Sometimes I like to watch videos about the process of an earthquake, but I don't know if it's true or not. If the video is cool and has a lot of likes, I usually think it's good."* This shows that there are challenges in students' evaluative abilities, which is an important indicator of digital literacy. Students are not yet fully able to differentiate between the credibility of content and its mere visual appeal and virality. In fact, a student named YAL added: *"I often get confused about which ones are made by real teachers and which ones are just ordinary content creators. Sometimes they all look similar."* This statement indicates an urgent need to provide additional learning related to the ability to critically evaluate information sources.

From the teacher's perspective, there is a fairly open understanding of the use of TikTok as an alternative learning medium. The Indonesian language teacher interviewed, Mrs. NNS, revealed that TikTok has great potential in helping students understand the structure of explanatory texts, such as cause and effect and logical sequences, because the visual and audio nature of the video can facilitate the process of understanding concepts. She stated: *"I once asked students to find a video about the process of rainbows from TikTok, then they were asked to rewrite it with an explanatory structure. The results were quite good, some students even added information from other sources."* However, he also emphasized the importance of the role of teachers in curating or directing the types of content that should be consumed by students. TikTok, according to him, cannot be released without guidance, because there is a lot of content that smuggles invalid information with a seemingly professional delivery style.

Another interesting finding is that students' active involvement in creating educational content has a significant impact on their understanding of explanatory texts. Three out of eight students interviewed stated that they had made TikTok videos containing explanations of scientific processes or natural phenomena. MNK (17 years old), for example, said: *"I made a video using a voice over, then wrote the explanatory text first so that the narrative was appropriate. It turned out that when I made it like that, I understood the flow better: from general statements, cause and effect, to the conclusion."* This shows that the experience of producing content directly can improve critical thinking skills, construct logical narrative structures, as well as improve digital literacy through the process of selecting information, writing scripts, and editing content.

However, one challenge that repeatedly arises is the temptation of distractions when using TikTok. A student named VNS (16 years old) admitted: *"It's difficult if you intend to study, but funny or dance videos keep popping up. So instead, I forget the purpose."* Another student, ANR (17 years old), even said that he sometimes opens TikTok with the intention of studying but ends up spending more time

watching entertainment trends. *"I open TikTok to look for explanatory text videos, but when I open the 'For You Page', it's all trending videos. In the end, I get too carried away watching other things."* This indicates the importance of strengthening self-control, time management strategies, and designing a digital ecosystem that supports learning focus.

In general, this study shows that students in Malang City have a high interest in utilizing social media, especially TikTok, in learning activities. They enjoy dynamic, visual, and interactive learning methods. However, their digital literacy is still at the functional and technical level, not yet at the reflective and critical stage. Therefore, an adaptive pedagogical approach is needed, including training on how to sort valid educational content, build digital critical thinking skills, and instill information ethics. The integration of TikTok in Indonesian language learning, especially in explanatory text materials, can not only improve students' understanding but also be a gateway to fostering a generation of wiser and more responsible digital learners.

The findings of this study clearly demonstrate that the integration of TikTok as an educational medium has made a substantial contribution to enhancing students' comprehension of explanatory texts within Indonesian language instruction. Initially recognized primarily as a platform for entertainment and social interaction, TikTok has evolved into a tool with remarkable educational potential when employed in a purposeful and pedagogically informed manner. With proper guidance and structured implementation, TikTok offers an engaging and relevant learning experience, particularly for today's students who are digital natives and heavily immersed in social media environments.

A significant number of students participating in this research expressed that the use of TikTok facilitated a more enjoyable, dynamic, and relatable learning process compared to traditional instructional resources such as textbooks. Conventional materials are often perceived by students as monotonous and uninspiring, whereas TikTok videos, through their concise durations and vivid visual elements, provide an alternative approach that aligns more closely with students' daily digital consumption habits. This platform offers various appealing features such as animations, moving infographics, transitions, and storytelling techniques that are not only visually engaging but also pedagogically effective in illustrating abstract concepts. These visual tools are especially beneficial in conveying complex ideas like scientific mechanisms, causal relationships, and chronological sequencing—key components in understanding explanatory texts.

These findings are supported by previous research, such as that of Putra and Nurhayati (2022), which highlighted the positive impact of social media on student engagement and participation in learning activities. Their study emphasized that Generation Z, who have grown up in a digitally saturated environment, tend to absorb information more efficiently through visual and audiovisual formats. As a short video-centric platform, TikTok is inherently compatible with both kinesthetic and visual learning styles—two dominant modalities among contemporary students. This compatibility is further reinforced by the principles of multimodal learning

theory, which posits that learning becomes more effective when textual, auditory, and visual elements are combined to reinforce memory retention and conceptual understanding.

Furthermore, TikTok does not merely position students as passive recipients of information. Instead, it encourages them to take on the role of active content creators. This transition from consumption to production signifies a shift towards more participatory and student-centered learning. Within this process, learners are involved in various stages of content development—from sourcing accurate references and drafting explanatory narratives to recording and editing video content that aligns with the structural elements of explanatory texts. Such activities promote the development of holistic digital literacy skills, encompassing not only technical competencies but also critical thinking, creativity, and collaborative learning. These observations align with the framework presented by Hobbs (2017), who argued that digital literacy extends beyond basic access and comprehension of digital content; it also involves the ability to produce, analyze, and disseminate information in a responsible and meaningful way.

Engaging students in the creation of educational videos has proven to be an effective pedagogical strategy. Many students reported a deeper understanding of the formal elements of explanatory texts—such as general statements, sequences of explanation, and interpretive conclusions—when they were required to script and produce their own instructional videos. This form of learning compels students to think analytically and logically, while also enhancing their writing abilities and capacity to construct coherent paragraphs. These results are consistent with the findings of Sari and Handayani (2023), who concluded that the integration of social media into the teaching of the Indonesian language has a significant impact on improving students' writing competence, particularly in the genre of explanatory texts.

Nonetheless, this study also identified several challenges that merit careful attention. One of the most critical concerns is the limited evaluative ability of students in distinguishing credible information from misleading or purely viral content. Many participants admitted to relying on the popularity of a video—measured through likes, shares, and comments—rather than verifying its factual accuracy or consulting reputable scientific sources. In some instances, students were unaware that the content they consumed did not adhere to academic or curriculum-based standards. This situation underscores a fundamental gap between students' operational digital skills and their cognitive-reflective capacities, which are essential components of advanced digital literacy. The findings resonate with Oktaviani's (2021) research, which revealed that a majority of high school students struggle to assess the credibility of online sources and are prone to accept information based on its popularity rather than its reliability.

Another noteworthy aspect revealed by the study is the pivotal role of educators in guiding and curating the digital content accessed by students. The teachers involved in the research expressed general support for the use of TikTok as a supplementary learning tool but emphasized that its effectiveness depends heavily on being embedded within a well-defined pedagogical framework. Educators can, for

example, assign tasks that require students to locate relevant educational content on TikTok, followed by structured classroom discussions to evaluate and reflect on the material. This approach ensures that the learning process extends beyond passive viewing to include critical thinking and dialogic engagement. This perspective is in line with the views of Livingstone and Helsper (2019), as well as Hamzah and Khoiruman (2022), who stressed the importance of teachers serving not just as technology instructors, but as facilitators of digital literacy—helping students develop the ability to navigate, evaluate, and ethically engage with digital content.

In conclusion, the integration of TikTok into Indonesian language education—particularly in the teaching of explanatory texts—represents an innovative and contextually relevant strategy for contemporary classrooms. When implemented thoughtfully, this platform can transform the learning experience, making it more accessible, enjoyable, and aligned with the digital realities of students' lives. However, for this strategy to yield its full potential, there must be concerted efforts from multiple stakeholders—educators, students, curriculum developers, and policy makers—to foster an educational ecosystem that prioritizes comprehensive digital literacy. True digital literacy involves not only the technical ability to operate digital tools but also the critical, ethical, and creative use of technology to foster deeper understanding and responsible content creation. Therefore, educational institutions should invest in ongoing digital literacy training for both teachers and learners, establish clear guidelines for the pedagogical use of social media, and cultivate a healthy digital environment that supports adaptive, collaborative, and transformative learning in the 21st century.

IV. CONCLUSIONS

This study concludes that the use of the TikTok platform as a learning medium has a significant positive impact on improving students' understanding of explanatory texts in Indonesian language subjects. TikTok is able to present material visually and audibly with an interesting short video format, making it easier for students to understand important concepts such as the structure of explanatory texts, cause and effect, and scientific processes. This multimedia approach is very relevant to the learning style of the digital generation who tend to prefer concise and contextual information, making learning more enjoyable and less boring compared to conventional learning methods. In addition, the study also found that students' involvement as producers of educational content on TikTok strengthens their digital literacy holistically. By creating educational videos, students not only access information, but also actively process, compose narratives, and produce content according to the structure of explanatory text. This process encourages the development of critical thinking skills, conceptual understanding, and better written language skills. However, the biggest challenge still faced is the low evaluative ability of students in assessing the validity and credibility of the content they consume, so they are susceptible to being influenced by viral information that

is not necessarily accurate or in accordance with scientific principles. Therefore, the success of utilizing TikTok as a learning medium is highly dependent on the active role of teachers as facilitators and directors who help students in sorting and critically examining educational content. Educational institutions need to integrate comprehensive digital literacy training so that students are not only proficient in using technology, but are also able to develop critical, ethical, and responsible attitudes in utilizing digital media. With the synergy between digital platforms, adaptive curriculum, and effective teacher mentoring, learning Indonesian, especially in understanding explanatory texts through TikTok, can be an innovative learning strategy that is relevant and sustainable in the digital era.

REFERENCES

[1] Anderson, J., & Rainie, L. (2021). *The future of digital spaces and learning*. Pew Research Center.

[2] Astuti, R., & Rahman, H. (2023). *Digital engagement versus digital understanding: An Indonesian high school study*. Journal of Educational Media Literacy, 15(2), 88–102.

[3] Creswell, J. W. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Pearson Education.

[4] Ghozali, I. (2022). *Metode penelitian kualitatif dalam bidang pendidikan*. Semarang: Badan Penerbit Universitas Diponegoro.

[5] Gilster, P. (1997). *Digital literacy*. Wiley Computer Publishing.

[6] Hamzah, M. Z., & Khoiruman, M. A. (2022). Media Pembelajaran dalam Menghadapi di Era Society 5.0. *KOLONI*, 1(2), 444-453.

[7] Hobbs, R. (2017). *Creating citizens in a digital age: Literacy, media, and learning*. Routledge.

[8] Kemendikbudristek. (2022). *Kurikulum Merdeka: Panduan implementasi pembelajaran*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

[9] Kurniawan, D., & Mahesa, A. (2021). *Digital literacy level of senior high school students in Java*. Indonesian Journal of Digital Education, 8(3), 233–247.

[10] Lee, S., & Cho, H. (2023). *Microlearning via short videos: Effects on student motivation and knowledge retention*. Educational Technology Review, 29(4), 201–215.

[11] Livingstone, S., & Helsper, E. (2019). *Balancing opportunities and risks in teenagers' use of social media*. Journal of Children and Media, 13(1), 25–43.

[12] Mayer, R. E. (2021). *Multimedia Learning: Third Edition*. Cambridge University Press.

[13] Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.

[14] Moelong, L. J. (2019). *Metodologi penelitian kualitatif* (Edisi revisi). Remaja Rosdakarya.

[15] Ningsih, T., & Yuliana, M. (2024). *Integrasi media sosial dalam kurikulum Merdeka: Antara tantangan dan peluang*. Jurnal Pendidikan Abad 21, 12(1), 99–117.

[16] Oktaviani, D. (2021). Evaluasi kredibilitas sumber digital pada siswa SMA: Studi literasi digital. *Jurnal Pendidikan dan Teknologi Informasi*, 8(2), 123-134.

[17] Peraturan Presiden Republik Indonesia Nomor 95 Tahun 2018 tentang Sistem Pemerintahan Berbasis Elektronik (SPBE). (2018). Jakarta: Sekretariat Negara.

[18] Putra, A. D., & Nurhayati, R. (2022). Pengaruh penggunaan media sosial TikTok terhadap keterlibatan belajar siswa. *Jurnal Teknologi Pendidikan*, 14(3), 201-215.

[19] Rohim, M. (2020). Literasi digital dalam pembelajaran Bahasa Indonesia pada era revolusi industri 4.0. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua*, 5(1), 10–20. <https://doi.org/10.21107/metalingua.v5i1.7253>

[20] Sari, L. P., & Handayani, S. (2023). Integrasi media sosial dalam pembelajaran Bahasa Indonesia untuk meningkatkan keterampilan menulis. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(1), 45-60.

[21] Setiawan, R., & Lestari, V. (2025). *Membingkai ulang pembelajaran bahasa Indonesia di era digital*. Jurnal Inovasi Pendidikan Bahasa, 10(1), 1–14.

[22] Situmorang, R. P. (2021). TikTok sebagai media pembelajaran alternatif dalam meningkatkan motivasi belajar siswa. *Jurnal Inovasi Teknologi Pendidikan*, 8(2), 112–125. <https://doi.org/10.21831/jitp.v8i2.42157>

[23] Sugiyono. (2023). *Metode penelitian kualitatif, kuantitatif dan R&D* (Edisi terbaru). Alfabeta.

[24] We Are Social. (2024). *Digital 2024: Indonesia*. Retrieved from <https://wearesocial.com>

[25] Wulandari, R., & Prabowo, F. (2022). *Minat siswa terhadap teks eksplanasi: Sebuah studi fenomenologis*. Jurnal Literasi Indonesia, 6(2), 143–157.

[26] Yusup, F. (2018). Literasi digital siswa SMA dalam memanfaatkan media sosial sebagai sumber belajar. *Jurnal Kajian Informasi & Perpustakaan*, 6(2), 101–115. <https://doi.org/10.24198/jkip.v6i2.20015>

[27] Zhang, L., & Zhang, Y. (2023). *Educational use of TikTok: Pedagogical implications and student perceptions*. Journal of Online Learning Research, 9(2), 45–61.