# The Effectiveness of TikTok as an Online Learning Platform for Islamic Education

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| Article Information | **Abstract** |
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| | *Digital technology has transformed how individuals acquire information, including in religious education. TikTok, one of the most popular social media platforms, is increasingly used as a medium for Islamic Religious Education (PAI). This study aims to analyze the effectiveness of TikTok in enhancing students' understanding and application of Islamic values during online learning, with a specific focus on content delivered by Ustaz Irfan Rizki Haas. In this context, Although not officially mandated by schools, TikTok functions as a supplementary resource, utilized by teachers and accessed independently by students as part of their online Islamic religious education, Ustaz Irfan Rizki Haas, a well-known digital preacher with over 2.4 million followers. His unique approach to digital da'wah, characterized by engaging storytelling, emotional delivery, and contextual relevance, positions him as a central figure in this study. A descriptive quantitative method was employed, involving an online survey of 100 junior and senior high school students in Indonesia who actively engage with religious content on TikTok, particularly from Ustaz Irfan. The results indicate that 88% of respondents felt more motivated to learn about Islam, 87% reported an improvement in applying Islamic values in daily life, and 85% found themselves better able to distinguish between valid and misleading religious information. While TikTok demonstrates considerable potential as an innovative medium for Islamic learning, concerns remain regarding content credibility. Therefore, the involvement of educators and religious scholars is essential to guide students in critically engaging with accurate religious information. This study highlights TikTok's role not only as a digital da'wah medium but also as a strategic tool in modern Islamic education, with Ustaz Irfan Rizki Haas serving as an influential role model. Future research is encouraged to explore the long-term impact of TikTok on Islamic religious education among students and to develop* |

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*systematic content moderation strategies to ensure the quality and integrity of educational content delivered through the platform.*

Teknologi digital telah mengubah cara individu memperoleh informasi, termasuk dalam pendidikan agama. TikTok, salah satu platform media sosial paling populer, semakin banyak digunakan sebagai media untuk Pendidikan Agama Islam (PAI). Studi ini bertujuan untuk menganalisis efektivitas TikTok dalam meningkatkan pemahaman dan penerapan nilai-nilai Islam oleh siswa selama pembelajaran daring, dengan fokus khusus pada konten yang disampaikan oleh Ustaz Irfan Rizki Haas. Dalam konteks ini, TikTok tidak secara resmi diwajibkan oleh sekolah, namun berfungsi sebagai sumber pendukung yang dimanfaatkan oleh guru dan diakses secara mandiri oleh siswa sebagai bagian dari pendidikan agama Islam secara daring. Ustaz Irfan, seorang dai digital terkenal dengan lebih dari 2,4 juta pengikut, menjadi tokoh sentral dalam penelitian ini karena pendekatan dakwah digitalnya yang unik, ditandai dengan gaya bercerita yang menarik, penyampaian yang emosional, dan relevansi kontekstual. Metode kuantitatif deskriptif digunakan dalam penelitian ini, dengan melibatkan survei daring terhadap 100 siswa SMP dan SMA di Indonesia yang secara aktif mengakses konten keagamaan di TikTok, khususnya dari Ustaz Irfan. Hasil penelitian menunjukkan bahwa 88% responden merasa lebih termotivasi untuk belajar Islam, 87% melaporkan peningkatan dalam penerapan nilai-nilai Islam dalam kehidupan sehari-hari, dan 85% merasa lebih mampu membedakan antara informasi keagamaan yang valid dan yang menyesatkan. Meskipun TikTok menunjukkan potensi besar sebagai media pembelajaran Islam yang inovatif, masih terdapat kekhawatiran terkait kredibilitas konten. Oleh karena itu, keterlibatan pendidik dan ulama sangat penting untuk membimbing siswa dalam menyikapi informasi keagamaan secara kritis dan akurat. Studi ini menyoroti peran TikTok tidak hanya sebagai media dakwah digital, tetapi juga sebagai alat strategis dalam pendidikan Islam modern, dengan Ustaz Irfan Rizki Haas sebagai panutan yang berpengaruh. Penelitian selanjutnya disarankan untuk mengeksplorasi dampak jangka panjang TikTok terhadap pendidikan agama Islam di kalangan siswa serta mengembangkan strategi moderasi konten yang sistematis guna menjamin kualitas dan integritas materi pendidikan yang disampaikan melalui platform tersebut.

## I. INTRODUCTION

The rapid advancement of digital technology has significantly transformed how individuals access and engage with information, especially within the realm of education. Initially designed primarily for entertainment and communication, social media has evolved into an effective platform for supporting educational processes.

In the digital age, its role has become increasingly prominent, particularly in the context of religious education. Among the most popular platforms for younger generations, TikTok has emerged as a promising medium for conveying Islamic values in a creative, engaging, and accessible manner (Alamin & Missouri, 2023). Islamic Education has also been impacted by digitalization, with modern Islamic preaching content now accessible through various digital platforms, catering particularly to Gen Z, who are more engaged with online learning and digital media.

Furthermore, the rise of digital religiosity indicates that students are not merely seeking entertainment on social media. They are also turning to these as important sources shaping their religious identity and values (Daniati et al., 2024). Several studies have emphasized that social media serves as a bridge between formal education and students' independent learning needs, especially in religious education, which often requires a more flexible and contextual approach (Musa et al., 2024).

As a visually driven platform, TikTok has also proven effective in fostering emotional connections between preachers and audiences through personal narratives and delivery styles that resonate with the digital culture of today's youth (Kiffani & Islam, 2023). With its interest-based algorithm and short-form interactive video format, TikTok offers a unique opportunity to disseminate educational content in a manner that is both engaging and relatable. Consequently, platforms such as TikTok are increasingly recognized for their potential to integrate entertainment and education within a single medium that aligns closely with students' everyday experiences, including in the domain of Islamic Education (Ramdani et al., 2021).

A growing body of research has examined the role of social media in supporting Islamic education. Hidayati (2023) emphasizes that religious content presented in a visually engaging and relatable manner can significantly influence the religious behaviours of millennial audiences. Similarly, Pranoto & Agraini (2021) found that TikTok enhances the attractiveness and interactivity of instructional materials, making religious learning more appealing to younger

learners (Ramdani et al., 2021). Further, it asserts that platforms such as TikTok contribute to increased student motivation to engage with Islamic educational content. In line with this, studies by Aji & Setiyad (2020) and Fatimah et al. (2021) highlight that educational content disseminated via TikTok encourages active student participation in learning. However, such content must still undergo careful curation to ensure alignment with pedagogical objectives.

The pedagogical potential of TikTok has been explored across various disciplines, including language literacy, the arts, and creative industries, highlighting its relevance as a cross-disciplinary educational tool (Dewa & Safitri, 2021). This cross-contextual use underscores the platform's adaptability in engaging learners. However, research examining TikTok's specific pedagogical role in Islamic Education remains limited. To date, no study has comprehensively assessed its effectiveness in this context using a descriptive quantitative approach within the Indonesian educational setting.

The present study emphasizes the figure of Ustaz Irfan Rizki Haas, a digital preacher who has garnered significant attention for his success in effectively communicating with younger audiences. His approach, characterized by a conversational delivery style, strong visual storytelling, and a substantial follower base exceeding 2.4 million, illustrates how religious messages can be accessible and engaging in the digital era. His da'wah strategy, which combines consistency, interactivity, and relevance to current trends, positions him as a compelling subject for analysis in the context of religious pedagogy. TikTok, in this respect, provides a unique opportunity to bridge the gap between traditional preaching methods and the fast-paced, visually oriented communication preferences of modern youth.

Further, Astutik & Yaqin (2024) it is argued that the effectiveness of digital da'wah is closely tied to the communication strategies employed by religious influencers, particularly those capable of resonating with the psychological tendencies of digital natives. This is especially true for Generation Z, who are accustomed to instantaneous interaction and emotionally charged content,

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underscoring the importance of strategic content design in fostering meaningful engagement with religious teachings.

Based on the identified research gap, this study aims to analyze the effectiveness of TikTok as a platform for Islamic Education, focusing on how students utilize the platform and its impact on their understanding and application of Islamic values in daily life. Additionally, this study explores the appeal and effectiveness of the da'wah methods employed by Ustaz Irfan Rizki Haas, one of the popular preachers on TikTok. It assesses the extent to which students can distinguish between accurate and misleading religious information. Furthermore, TikTok serves as a platform for promoting moderate Islamic da'wah, expanding public engagement, and increasing enthusiasm for learning about Islam. This study also examines TikTok's role in promoting balanced and accessible religious education (Muvid et al., 2024). It identifies key challenges in using TikTok as a medium for religious education, including the credibility of information sources and how students can filter content that aligns with authentic Islamic teachings.

This research contributes to digital media and Islamic education by providing empirical evidence regarding TikTok's role in delivering Islamic Religious Education. By understanding how TikTok can be optimally utilized in PAI, the results of this study are expected to serve as a reference for educators, academics, policymakers, and content creators in developing more effective Islamic educational strategies through digital platforms. Moreover, this study can help design a more systematic approach to utilizing social media for religious education, ensuring that the information disseminated is valid, engaging, and able to enhance the understanding and application of Islamic values among the younger generation.

## II.   METHOD

This study was conducted online between February and March 2025. It employed a quantitative approach with respondents from various regions across Indonesia. The research locations were selected based on the availability of adequate internet access to ensure the data collected is representative of the

broader population. Data were gathered through surveys/questionnaires, focusing on students' use of TikTok for Islamic Education and its impact on their understanding and application of Islamic values.

The population for this study consists of TikTok users who actively engage with da'wah content, particularly that produced by Ustaz Irfan Rizki Haas, a preacher with over 2.4 million followers. Respondents were selected through purposive sampling, with the following selection criteria: 1) aged between 13 and 22 years, 2) currently enrolled as students in either junior high school (SMP/MTS) or senior high school (SMA/MA/SMK), 3) active TikTok users within the past three months, and 4) have watched content created by Ustaz Irfan Rizki Haas. A total of 100 respondents were selected for this study, a sample size considered sufficient to represent the TikTok user population in the context of Islamic religious learning.

The primary instrument used in this study was a closed-ended questionnaire designed using a five-point Likert scale (1–5). The questionnaire covered three main aspects: 1) the effectiveness of TikTok as a learning medium, including ease of access, attractiveness, and accessibility; 2) students' understanding of Islamic teachings after watching da'wah content on TikTok, particularly in terms of their increased knowledge and ability to distinguish between valid and invalid religious information; and 3) the influence of TikTok on Islamic education, including learning motivation and the implementation of Islamic values in daily life. The questionnaire was created using Google Forms and distributed through various social media platforms to reach respondents who met the study's selection criteria.

The collected data were analyzed using descriptive statistical methods. A validity test was conducted using the Pearson Product-Moment correlation to ensure that each item in the questionnaire accurately measured the intended variables. Meanwhile, the reliability of the instrument was assessed using Cronbach's Alpha to determine its reliability. Methodological triangulation was applied by comparing the results of the questionnaire with data obtained from interviews with active respondents. After validating the data, the analysis technique involved descriptive statistics, which included calculating frequencies,

percentages, and means to summarize and describe the respondents' responses. Additionally, the results were presented using tables and graphs for better visualization of patterns and trends.

This study acknowledges several limitations, particularly regarding the scope of the sample, which was limited to TikTok users who actively consume religious content. Additionally, technological constraints in certain regions with limited internet access may have affected the geographic distribution of the sample. Given that the data were based on self-reported perceptions, there is a potential for subjective bias. To address this, the study sought to enhance data validity through cross-verification using methodological triangulation and statistical analysis to ensure the accuracy and reliability of the findings.

The results of this research are expected to provide deeper insights into the role of TikTok as a medium for Islamic education among youth, as well as the extent to which the platform can serve as an effective tool in supporting digital Islamic education. Furthermore, the findings may serve as a valuable reference for educators, academics, and policymakers in developing more strategic and effective uses of social media for Islamic religious education in the digital age.

## III.    FINDINGS AND DISCUSSION

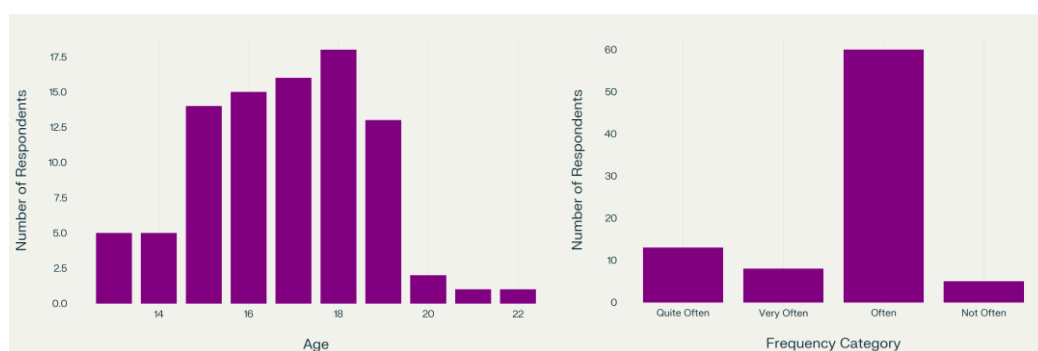### The Role of Social Media in Islamic Religious Learning



**Figure 1.** *Respondents' age and tiktok usage frequency*

The diagram above illustrates the age distribution of respondents, ranging from 13 to 22 years old. The majority of respondents fall within the 15 to 18 age group, with 18 years being the most represented age at 18 individuals (18%). Other significant age groups include 17 years with 16 respondents (16%) and 16

years with 15 respondents (15%). Additionally, 14 respondents (14%) were aged 15. The number of respondents begins to decline at age 19, with 13 individuals (13%), and further drops at age 20, with 11 individuals (11%). The younger age groups, 13 and 14 years, each had 5 respondents (5%). Meanwhile, respondents aged over 20 were less represented, with only 2 individuals (2%) aged 21 and just 1 individual (1%) aged 22.

This indicates that most respondents are adolescents between 15 and 18 years old, most likely still enrolled in junior and senior high school levels. The lower numbers among the 13–14 and 21–22 age groups indicate that the sample is predominantly composed of mid-to-late teenagers. The diagram also presents the frequency of social media use, specifically TikTok, among the 100 respondents. The findings show that the majority of 60 respondents (60%) reported using TikTok frequently, making this the dominant category in the survey. Additionally, 19 respondents (19%) indicated they use TikTok fairly often, and 13 respondents (13%) stated they use it very frequently. On the other hand, 7 respondents (7%) reported rarely using TikTok, while only 1 respondent (1%) said they use the platform very infrequently. These results demonstrate a high level of engagement with TikTok among the respondents, including for educational content.
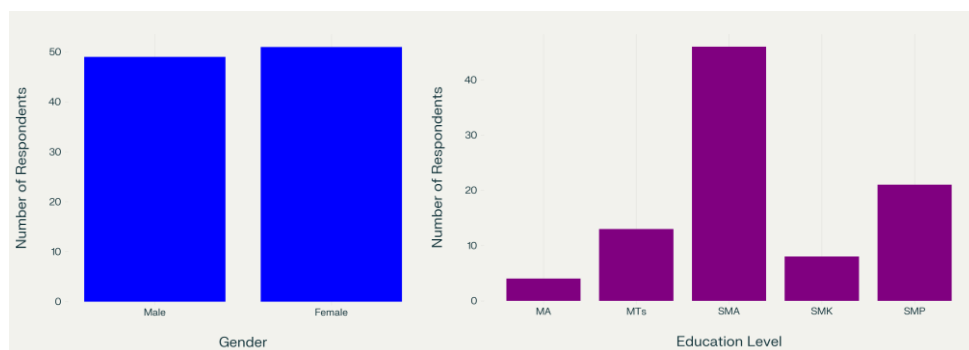


**Figure 2.** *Distribution of respondents' gender and education*

The gender distribution among the 100 respondents shows a balanced proportion, with 49 male and 51 female participants. Thus, the sample includes a nearly equal representation of both genders, with a slightly higher number of females. In terms of educational background, most respondents are currently enrolled in Senior High School, accounting for 46 individuals. This is followed by

21 respondents from Junior High School, 13 from Madrasah Tsanawiyah, and 8 from Vocational High School. Additionally, 4 respondents are students at Madrasah Aliyah.

Based on the research findings, TikTok has proven to be an effective platform for enhancing students' understanding and motivation in studying Islamic Education. The most frequently accessed da'wah content among students is typically visual, concise, and emotionally resonant. Themes such as the importance of prayer, respect for parents, or motivational content about personal religious transformation (*hijrah*), when delivered in a casual yet meaningful tone, tend to be particularly impactful.

One prominent example is a da'wah video by Ustaz Irfan Rizki Haas titled "If You're Still Neglecting Prayer, Listen to This Carefully", which garnered over 5 million views, 600 thousand likes, and thousands of positive comments. The video not only conveys religious advice but also builds an emotional connection with viewers, especially younger audiences, through touching narratives and powerful visuals.

Another notable example is a video titled "Supplications Between the Call to Prayer and the Iqamah Are Not Rejected", which received over 39,000 likes and 1,805 comments on TikTok. In this video, Ustaz Irfan emphasizes the significance of utilizing the time between the adzan and the iqamah for prayer, citing a hadith of the Prophet Muhammad (peace be upon him) stating that prayers during this period are not rejected. This type of content is highly suitable as teaching material in PAI, particularly in discussions on opportune moments for application and proper etiquette in worship.

These results highlight the effectiveness of Ustaz Irfan Rizki Haas's digital da'wah methods in delivering Islamic Religious Education (PAI) values within the context of modern life. However, it is essential to correlate these findings with existing theories and studies to establish a stronger academic basis for the claims made. For example, research on the use of digital platforms for education, like TikTok, should be referenced to support the claim that such methods can be a valuable tool for educators in the digital age. Without this, the data presented may

appear to be the author's personal opinion, as it lacks the backing of relevant literature.

The findings suggest that conventional lecture-based methods are insufficient in the digital era, and educators must adapt their strategies to the characteristics and habits of today's students. While this observation is insightful, it should be compared with studies that have analyzed the shift in teaching methodologies due to the rise of digital platforms. By doing so, the relevance and applicability of these methods can be better understood.

Moreover, while the discussion mentions the need for teachers to take on the role of digital preachers, like Ustaz Irfan, it is unclear how the effectiveness of such content creation was measured or validated. For instance, does data or theory on multimedia learning support these methods, or do they simply reflect the author's perspective? The claim that short videos explaining Islamic values can be effective would benefit from references to studies on visual learning and engagement with digital content.

The analysis of respondents suggests that the majority were from Senior High School level, indicating that TikTok-based da'wah content is particularly relevant to this demographic. However, the source of the data for this conclusion is not clearly stated. The inclusion of demographic data and a clearer explanation of how this was gathered would strengthen the argument. Additionally, it is important to correlate the findings with studies on the effectiveness of online learning platforms in Islamic education.

The text also suggests that PAI teachers must guide students in selecting educational content and fostering digital literacy, which is crucial for ensuring students engage critically with the content. However, a more detailed discussion on how teachers can effectively support this process, possibly through training or frameworks, would be useful. Again, this point would benefit from reference to existing studies or models on digital literacy in education.

In conclusion, while the findings are valuable, they would be significantly strengthened by incorporating relevant theories, studies, and data sources to

support the claims made. Additionally, a clearer explanation of how the data was gathered and analyzed is necessary for a more robust discussion.

**The Effectiveness of Social Media in Islamic Religious Education**

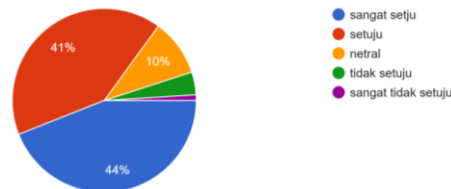1. Frequency of TikTok Usage for Islamic Religious Learning



**Figure 3.** *Frequency of viewing religious content on TikTok*

The pie chart in Figure 3 illustrates the percentage distribution of respondents based on their frequency of watching religious content on TikTok. Out of 100 participants, 44% strongly agreed that they often watch Islamic content on the platform, making this the dominant category in the survey. An additional 41% agreed, indicating a high level of interest in religious material among users. Meanwhile, 10% remained neutral, suggesting a moderate or indifferent stance toward such content. Only a small portion of respondents disagreed (4%) or strongly disagreed (1%), indicating that very few participants rarely or never engage with religious content on TikTok.

These results affirm that the majority of respondents (88%) actively use TikTok as a platform to access religious content, with 45% identifying it as one of their primary sources for learning about Islam. This finding aligns with Arfadila et al. (2022), who noted that social media—including TikTok—plays a significant role in fostering religious learning among youth. However, the study also highlights an important concern: while TikTok has become a central resource for spiritual engagement, it presents challenges related to the credibility and accuracy of the religious information disseminated. This underscores the necessity for critical digital literacy and the involvement of knowledgeable educators and content creators to guide students in navigating religious content responsibly.
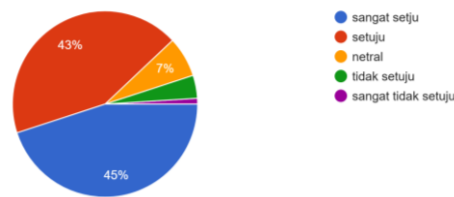
**Figure 4.** *TikTok as the main source of learning for Islamic education*

The pie chart in Figure 4 illustrates the respondents' responses regarding the role of TikTok as one of the main sources for learning Islamic Education. Of the 100 respondents, the majority, 45%, strongly agree that they use TikTok as their primary reference for learning Islam. Meanwhile, 43% agree, indicating that most users rely on TikTok as a source for religious education. About 7% of the respondents are neutral, meaning they do not have a strong opinion on TikTok's role in spiritual learning. Only 4% disagree, and a small portion (1%) strongly disagree, suggesting that very few do not view TikTok as a primary source for learning Islamic Education.

This finding reinforces the relevance of TikTok as an informal learning platform that appeals to the younger generation. Referring to the digital learning theory proposed by Siemens (2005), TikTok can be categorized as a tool for connectivist learning, where students access knowledge through a broad social network. TikTok's algorithm, which tailors content to users' preferences, can enhance engagement and attraction. However, this also creates a filter bubble, potentially limiting the diversity of information and exposing users to content that may not be valid or academically sound. Therefore, users need to have strong religious digital literacy to critically sift through information responsibly.
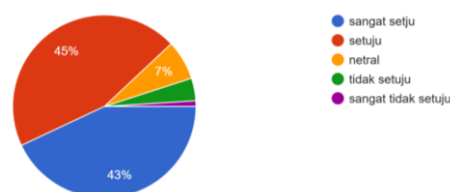
2. Affordability and Ease of Access



**Figure 5.** *Accessibility of religious content on TikTok*

The pie chart in Figure 5 illustrates respondents' perceptions regarding the ease of finding religious content on TikTok. Out of 100 respondents, 43% strongly

agreed that religious content is easy to find on the platform. In contrast, 45% agreed, indicating that the majority of users believe TikTok's algorithm facilitates the dissemination of such content. Meanwhile, 7% of respondents remained neutral, suggesting they did not hold a strong opinion on the matter. On the other hand, only about 4% disagreed, and approximately 1% strongly disagreed, indicating that only a small fraction of users experience difficulty in locating religious content on TikTok.

Overall, the survey results suggest that TikTok is a relatively effective platform for presenting and recommending religious content to its users. This reflects the algorithm's ability to actively suggest content based on user interests, which aligns with the findings of (Fatimah et al., 2021). However, the validity of the information presented remains a significant challenge.
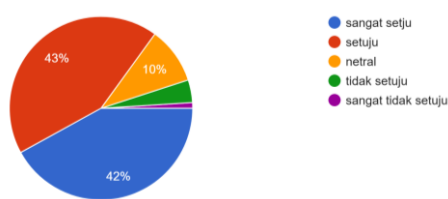


**Figure 6.** *Comfort in learning Islamic religious education through TikTok compared to other media*

The pie chart in Figure 6 presents respondents' levels of comfort in learning Islamic religious education through TikTok compared to other media platforms. Among 100 respondents, 42% strongly agreed and 43% agreed, indicating that the majority of users feel comfortable using TikTok as a source for learning about Islam. Meanwhile, 10% of respondents remained neutral, suggesting no particular preference regarding the platform used for religious education. Only around 4% disagreed, and approximately 1% strongly disagreed, suggesting that a small portion of users feel less comfortable learning about religion through TikTok compared to other platforms.

These findings reflect the growing acceptance of TikTok as an effective and accessible platform for religious education among most respondents. Additionally, 85% of respondents stated that they are able to distinguish between accurate and misleading religious information. Nevertheless, guidance from educators and

religious scholars remains essential to ensure the accuracy of the content consumed. Digital literacy theory Buckingham (2015) emphasizes that access to information alone does not guarantee accurate understanding; rather, it requires the development of critical skills to evaluate information. In this context, the use of TikTok for Islamic education should be accompanied by efforts to enhance digital religious literacy, ensuring that students do not merely consume content passively but are also able to assess its validity critically.

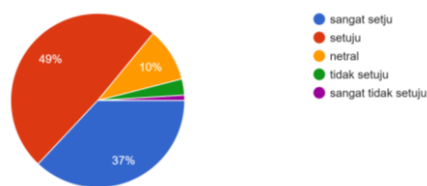3. The Appeal of Ustaz Irfan Rizki Haas's TikTok Content



**Figure 7.** *Interest in the content delivered by Ustaz Irfan Rizki Haas*

The pie chart in Figure 7 illustrates respondents' levels of interest in the content delivered by Ustaz Irfan Rizki Haas. Out of 100 respondents, 37% strongly agreed and 49% agreed, indicating that the majority found his content engaging and attention-grabbing. Meanwhile, 10% of respondents remained neutral, suggesting they held no strong opinion regarding the appeal of the content. Only about 3% disagreed, and approximately 1% strongly disagreed, showing that only a small proportion of respondents were less interested in the material presented by Ustaz Irfan Rizki Haas.

These findings indicate that the religious content shared by Ustaz Irfan Rizki Haas holds significant appeal for most respondents and has the potential to serve as an effective educational resource on digital platforms. Digital da'wah content, such as that presented by Ustaz Irfan Rizki Haas, plays a vital role in Islamic Religious Education (IRE) within schools and universities. The use of digital media enhances accessibility, interactivity, and the overall effectiveness of religious learning, allowing individuals to engage with religious content anytime and anywhere (Hidayati, 2023). Moreover, digital da'wah is particularly effective in reaching Generation Z, who are highly familiar with technology, especially when delivered using relatable and interactive language (Astutik & Yaqin, 2024).

However, challenges such as educators' digital literacy and infrastructure limitations remain significant barriers (Nurhasanah & Shidqi, 2024). Therefore, a comprehensive strategy is necessary to optimize the use of digital da'wah in Islamic education.
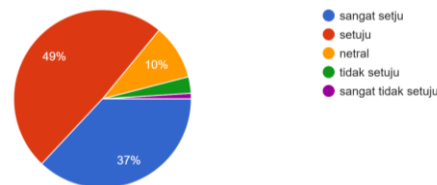


**Figure 8.** *The influence of Ustaz Irfan Rizki Haas's delivery style on interest in learning religion*

The pie chart in Figure 8 illustrates how Ustaz Irfan Rizki Haas's delivery style influences respondents' interest in learning about religion. Among 100 respondents, 37% strongly agreed and 49% agreed that his delivery style increased their interest in religious learning, indicating that the majority of respondents experienced a positive impact from his approach. Meanwhile, 10% remained neutral, suggesting they had no strong opinion on the matter. Only about 3% disagreed, and 1% strongly disagreed, indicating that only a small number of respondents did not feel influenced by his delivery style.

These findings suggest that Ustaz Irfan Rizki Haas's method of communication is perceived as engaging and effective in enhancing interest in religious studies among the majority of respondents.

**Understanding of Islamic Religious Teachings After Using TikTok**
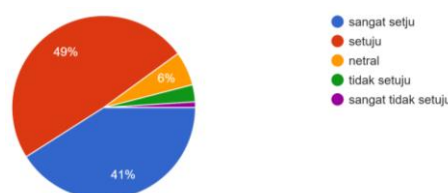
1. Improvement in Understanding



**Figure 9.** *Understanding of basic Islamic teachings after watching religious content on TikTok*

The pie chart in Figure 9 illustrates how watching religious content on TikTok influences respondents' understanding of fundamental Islamic teachings. Out of

100 respondents, 41% strongly agreed and 49% agreed that such content helps them better understand Islamic principles, indicating that the majority perceived a positive impact. Meanwhile, 6% of respondents were neutral, suggesting they held no strong opinion on the influence of religious TikTok content on their comprehension. Only about 3% disagreed, and 1% strongly disagreed, indicating that very few respondents felt that TikTok's religious content did not aid their understanding of Islam.

Overall, the data suggest that most respondents benefit from watching religious content on TikTok to enhance their understanding of core Islamic teachings. These findings align with previous research indicating that TikTok can serve as an effective medium for improving religious knowledge among youth. A study by Putri & Astutik (2021) found that TikTok's features were utilized to deliver Islamic Education content to Generation Z during the Covid-19 pandemic, including teachings in *fiqh, aqidah akhlak, Qur'an* and *Hadith* studies, as well as Islamic cultural history.
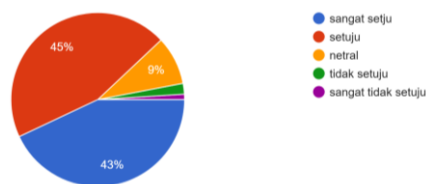


**Figure 10.** *TikTok helps understand Islamic laws (fiqh) more easily*

The pie chart in Figure 10 illustrates how TikTok contributes to respondents' understanding of Islamic legal rulings (*fiqh*). Among 100 respondents, 43% strongly agreed and 45% agreed, indicating that the majority believe TikTok facilitates a better understanding of Islamic law. Meanwhile, 9% of respondents remained neutral, suggesting they did not perceive a significant impact from TikTok on their comprehension of *fiqh*. Only about 3% disagreed, and 1% strongly disagreed, indicating that only a small number of respondents felt that TikTok did not assist in understanding Islamic legal teachings.

Overall, these findings suggest that most respondents consider TikTok a beneficial platform for learning about Islamic law in a more accessible and engaging way. This aligns with studies showing that TikTok can serve as an effective educational tool in improving the understanding of fiqh. A study by

Sundari et al. (2024) revealed that using TikTok as a medium for da'wah can enhance Fiqh comprehension through engaging and informative content. Similarly, research by Barus et al. (2024) emphasized that TikTok can be effectively utilized as a learning platform for Islamic Religious Education, including Fiqh, by increasing both accessibility and student interest.
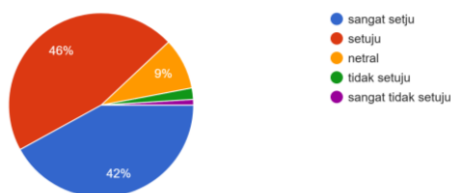
2. Accuracy of Information



**Figure 11.** *Relevance of religious content on TikTok with learning in schools*

The image presents a pie chart illustrating the perceptions of 100 respondents regarding the alignment of religious content on TikTok with the material taught in schools. Survey results indicate that the majority of respondents perceive this content as relevant to their formal education. A total of 42% strongly agreed while another 46% agreed, meaning that 88% of respondents gave a positive assessment. On the other hand, 9% remained neutral regarding the alignment of religious TikTok content with school-based learning. Only a very small percentage of respondents disagreed or strongly disagreed, with proportions so minimal that they are barely visible in the chart.

These findings suggest that TikTok holds potential as a supplementary source for religious education, although content still requires proper filtering and validation to ensure its accuracy. This aligns with existing research indicating that social media platforms, including TikTok, can serve as valuable supporting tools in Islamic Education. A study Manik (2022) found that religious content on TikTok can enhance students' understanding of IRE materials, especially when integrated with formal classroom instruction. Furthermore, research Fadhilah (2023) emphasized that the use of digital media in religious education can help students connect theoretical knowledge with daily spiritual practices. However, continuous monitoring of content accuracy remains essential.
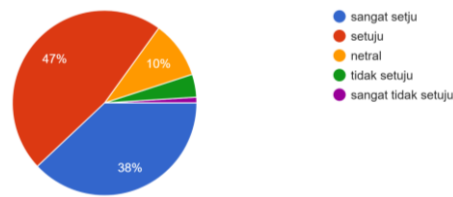
**Figure 12.** *Ability to distinguish true and false religious information on TikTok*

The chart above depicts the perceptions of 100 respondents regarding their ability to distinguish between accurate and misleading religious information on TikTok. A total of 38% strongly agreed, while 47% agreed that they are capable of effectively discerning accurate religious content, amounting to 85% of respondents expressing confidence in their ability to filter such information. Meanwhile, 10% of respondents remained neutral, and only a small portion disagreed or strongly disagreed. These findings suggest that the majority of users possess a degree of critical awareness when it comes to evaluating religious information on social media. However, some may still require guidance or additional resources to verify the accuracy of the content they consume.

The survey results indicate that most respondents feel capable of differentiating between true and false religious information on TikTok. Social media platforms, including TikTok, can serve as effective channels for disseminating religious messages and fostering religious communities among users. However, it is essential to acknowledge that social media can also be a source of inaccurate or misleading information. A study by Multazam et al. (2023) underscores the importance of digital literacy among social media users in critically evaluating religious content they encounter online.

**The Influence of TikTok on Islamic Religious Education Learning**
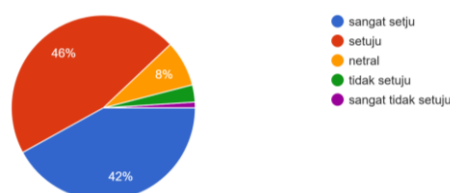
1. Motivation To Learn



**Figure 13.** *The influence of TikTok on motivation to learn Islamic religion*

This image presents a pie chart illustrating how TikTok influences respondents' motivation to study Islamic religious education, particularly in the context of school-based learning. Out of 100 respondents, 42% strongly agreed and 46% agreed that TikTok increases their motivation to learn about Islam, indicating that a significant majority (88%) perceived a positive impact from religious content on TikTok on their enthusiasm for learning. Meanwhile, 8% of respondents remained neutral, and only a small portion disagreed or strongly disagreed. These results suggest that while TikTok serves as a motivating factor for many, some individuals may not be significantly influenced or may draw their motivation from other sources.

The finding that 88% of respondents feel TikTok enhances their motivation to study Islamic teachings highlights the potential of short-form video content and interactive delivery methods—such as those used by Ustaz Irfan Rizki Haas—to boost student engagement in religious education. Research by Aji & Setiyadi (2020) also found that visual and interactive elements on social media enhance the appeal of learning experiences. Furthermore, Maulidiyah et al. (2024) reported that the intensity of TikTok usage significantly affects Islamic Education learning outcomes among eleventh-grade students at SMA Negeri 8 Malang. Additionally, Barus et al. (2024) highlighted TikTok's potential as an innovative and interactive medium for teaching IRE, fostering greater student participation and creativity.
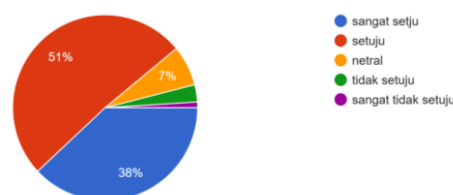


**Figure 14.** _The influence of religious content on TikTok on Islamic practices_

This image presents a pie chart illustrating the extent to which religious content on TikTok encourages users to practice Islamic teachings more actively. Among the 100 respondents, 38% strongly agreed and 51% agreed that they felt more motivated to apply Islamic values in their daily lives after watching religious content on TikTok. This means that a substantial majority (89%) reported a positive impact of such content on their spiritual practices. Meanwhile, 7% of respondents remained neutral, and only a small percentage disagreed or strongly

disagreed. These findings suggest that while TikTok can play a role in enhancing religious awareness and practice, some individuals may not feel significantly influenced by it or may rely on other factors in their journey of religious observance.

This result aligns with findings from Amelia (2021), who highlighted TikTok's role as a da'wah platform for young preachers such as Husain Basyaiban, who leverage social media to promote Islamic teachings to millennial audiences. Additionally, a study by Allisa & Triyono (2023) examining the impact of Islamic preaching on TikTok on the religiosity levels of youth in Demak found that religious content on the platform significantly contributes to increasing spiritual awareness and practice among teenagers.
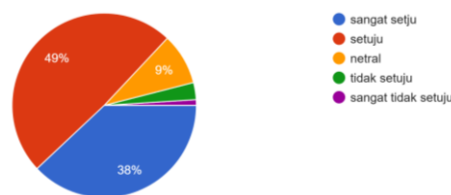
2. Implementation in Daily Life



**Figure 15.** *The influence of TikTok on discipline in worship*

The pie chart above illustrates how content on TikTok influences users' religious practices. Among the 100 respondents, 38% strongly agreed and 49% agreed that after watching TikTok content, they became more diligent in their religious observance. This indicates that a majority (87%) experienced a positive influence from TikTok in increasing the frequency of their worship practices. Meanwhile, 9% of respondents remained neutral, and a small portion disagreed or strongly disagreed. These findings suggest that although TikTok can serve as a motivational source in enhancing worship discipline, some individuals may not be significantly influenced or may have other factors that play a more determining role in improving the quality of their religious practices.
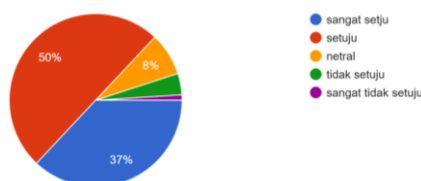


**Figure 16.** *The influence of TikTok in implementing Islamic values in daily life*

The pie chart above illustrates how content on TikTok contributes to users' daily application of Islamic values. Among the 100 respondents, 37% strongly agreed and 50% agreed that they have started to implement the Islamic values learned from TikTok, bringing the total to 87% of respondents acknowledging a positive influence of TikTok on their religious practices in everyday life. Meanwhile, 8% of respondents remained neutral, and only a small portion (less than 5%) disagreed or strongly disagreed. These findings suggest that the majority of users benefit from the Islamic content on TikTok. However, some individuals may not feel compelled to adopt these values or may rely on other sources for learning and practising Islam.

**Interpretation of Results and Implications**

Based on the survey results, which indicate that more than 85% of respondents feel assisted by religious content on TikTok in enhancing their understanding and practice of Islam, especially in the context of Islamic education, it reflects that the current younger generation is more engaged with visual, concise, and contextual media. The short-form video format offered by TikTok enables PAI content to be presented in a light yet meaningful style, making it easier for students to comprehend. The emergence of figures like Ustaz Irfan Rizki Haas, who effectively deliver da'wah in an emotional, relatable, and inspirational narrative style, also plays a key role in why TikTok's religious content is effective. This supports the Uses and Gratifications Theory, which posits that audiences actively choose media that aligns with their needs and learning styles.

From an educational perspective, these findings suggest that teachers and Islamic academic institutions should consider integrating social media into formal teaching strategies. For instance, assigning observational tasks related to educational TikTok content, which can later be discussed in class, would help sharpen students' religious digital literacy. This opens up opportunities for a more contextual and relevant blended learning approach aligned with students' daily lives.

Additionally, the results indicating that students are able to distinguish valid religious information suggest a cognitive potential that can be further developed

through critical and reflective learning. Therefore, educators need to build PAI learning modules based on digital content, accompanied by analytical evaluations, so that students do not remain passive consumers but instead become reflective actors in the information era. While TikTok enhances motivation, not all users directly apply Islamic values. Additional strategies, such as integration with formal education, are needed to strengthen both understanding and the implementation of Islamic teachings.

The findings of this study have several important implications for various stakeholders. For educators, the integration of social media platforms like TikTok into religious education requires a well-thought-out strategy. Although this platform can enhance students' learning motivation, guidance from teachers or scholars is essential to ensure that the information received is accurate and in line with Islamic teachings. Religious digital literacy must also be improved so that students can effectively discern valid information from incorrect or misleading content.

For policymakers, stricter regulations are needed concerning religious content on digital platforms to prevent the spread of inaccurate or even misleading information. These regulations could include certification for digital preachers or content filtering based on academic validity. For content creators, particularly digital preachers, understanding the principles of educational communication that appeal to younger generations is crucial. Da'wah content must be presented in a relevant manner based on verifiable religious facts that can be held accountable.

Overall, this study emphasizes that TikTok can be an effective platform for Islamic religious education when combined with comprehensive educational strategies. Therefore, further research could explore how this platform can be used in a more systematic learning model, as well as how content moderation strategies can be implemented to enhance the accuracy of religious information on TikTok.

## IV.  CONCLUSION

This study demonstrates that TikTok can be an effective platform for Islamic Religious Education (PAI), especially for the younger generation, as most respondents—predominantly senior high school students—reported increased motivation to learn, a better understanding of Islamic teachings, and greater application of Islamic values after engaging with religious content, particularly from Ustaz Irfan Rizki Haas. His emotionally engaging and relatable style serves as a model for effective digital da'wah. These findings highlight the importance of incorporating social media into PAI pedagogy, with teachers encouraged to create short, curriculum-aligned content to enhance relevance and engagement. To maximize impact, such efforts must be supported by digital literacy education and sustained guidance to ensure message authenticity and character-building. Further research should explore how social media strategies can be systematically integrated into the national PAI curriculum.

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