IJSSE
INTERDISCIPLINARY JOURNAL OF SOCIAL SCIENCE AND EDUCATION

Utilizing TikTok to Foster Personal Character Elements of Faith, Piety to God Almighty, and Noble Character in Phase C Elementary School Students

Modhi Rahayu,[1] Iin Purnamasari[2], Henry Januar Saputra

[1]University of PGRI Semarang

*Email: [1]maudyrahayu2302@gmail.com, [2]iinpurnamasari@upgris.ac.id,
[3]henryjanuar@upgris.ac.ic*

ARTICLE INFO:	ABSTRACT:
	The decline in human dignity (dehumanization) is evident in the widespread use of social media platforms like TikTok, including among elementary school students. Many children enjoy using TikTok, which affects their personal character. It is necessary to examine the impact of TikTok usage on elementary school students to develop strategies for teachers to ensure safe TikTok use. This study focuses on analyzing the impact of TikTok usage on the personal character elements of faith, piety to God Almighty, and noble character in Phase C elementary school students. The objectives of this research are to analyze the influence of TikTok usage, examine the intensity of TikTok usage, assess the information shared on TikTok, and design strategies for teachers to guide students' TikTok usage. This research is a descriptive qualitative study with a phenomenological approach. Data were collected using triangulation techniques, including observation, questionnaires, interviews, and documentation. The results indicate that TikTok usage has both positive and negative impacts on the personal character elements of Phase C students. Positively, students became more active, expressive, confident, communicative, creative, and gained updated knowledge through TikTok. However, negative impacts include increased laziness, loss of manners, emotional instability, lack of responsibility, and diminished concern for the environment. To maximize the

	positive and minimize the negative impacts of TikTok, it is crucial to implement control and wise supervision in digital etiquette.

Introduction

The world of education is constantly evolving and moving dynamically, reflecting the reality that the world will always change over time. Changes in other fields such as technology, economy, society, and culture influence how we interact with each other. Education must undergo changes or transformations to remain relevant to the needs of the times. Besides providing relevant knowledge and skills, education must also pay attention to the character of students. As stated in Law No. 20 of 2003 on the National Education System(3), education in Indonesia focuses not only on intellectual aspects but also on spiritual, moral, social, and life skills.

The revitalization of the education sector entering the period of 2020-2024 is closely related to the development of human resources that will consider global trends concerning rapid technological advancements, socio-cultural shifts, and environmental changes. Therefore, the strategic plan (Renstra) of the Ministry of Education and Culture for 2020-2024 focuses on the Merdeka Belajar (Freedom to Learn) policy within the Merdeka Curriculum, with an approach referring to character development and the Profil Pelajar Pancasila opening up space to instill deeper social moral values in students' habits.

Fundamentally, the Profile of Pancasila Students aims to shape the character of Pancasila Students, particularly focusing on the dimension of personal morality within the context of having faith in God Almighty and possessing noble character (Ariffin, 2024). In today's education world, the internet has become an integral tool and has opened doors to various opportunities and challenges. Special attention to aspects of online safety and digital ethics is needed to protect students and support responsible internet usage. Collaboration between teachers, students, and parents in understanding the potential and risks of the internet is key to creating a balanced and productive educational environment.

According (Silvia & Ropida, 2022) one of the social media platforms frequently used among elementary school students is *TikTok.* Furthermore, over time, the presence of social media *TikTok* has increasingly gained public recognition and expanded its user base, including elementary school children. Many of them

may face the potential erosion of Pancasila Student profiles, especially in the dimension of having faith, piety to God Almighty, and possessing noble character (Maudy, 2023). Potential risks such as access to age-inappropriate content due to excessive use of *TikTok* necessitate the involvement of adults in supervision and communication with children to understand the possible impacts. Therefore, the researcher intends to investigate the impact of *TikTok* usage on the personal moral elements of students in Phase C of elementary school.

Literature Review

Impact is the collision or strong influence that brings about both negative and positive consequences. According to (Asad, 2023), impact can also be defined as the outcome or change caused by a particular event, action, or situation. In the context of this research, "impact" refers to the outcomes or consequences of using TikTok on the personal character of Phase C students, encompassing both positive and negative aspects. This includes changes in behavior, attitudes, or moral understanding that can be seen as direct results of interacting with the social media platform.

The reason TikTok is widely viewed and joined by many is due to its ease of access (Miftachul, 2020). The use of TikTok involves two factors: internal and external. Internal factors include feelings, attitudes and individual characteristics, prejudices, desires or expectations, attention (focus), learning processes, physical condition, values and needs, interests, and motivation. External factors include family background, information obtained, surrounding knowledge and needs, intensity, size, novelty and familiarity (Miftachul, 2020).

Internal and external factors can significantly influence TikTok usage, especially among students, and inevitably create daily habits that impact their character or behavior. Character is the tendency of an individual's soul that easily generates behavior due to habit, without requiring prior consideration (Adawiah Rabiatul, 2020). Furthermore, character is divided into two types: commendable character and despicable character. In addition, character formation is based on will. Although the senses find it difficult to perceive the basis of the soul, it can be seen from the manifestation of actions. Other determinants of mental activity include instincts, habituation, environment, conscience, will, and education (Radila Sandi, 2023)

Similarly (Jayanata, 2022) in his research titled "The Impact of Using Social Media TikTok on the Behavior of Students at SD Negeri 42 Desa Padang," studied the development of technology with various new technologies like smartphones, which often raise concerns about the future of students, especially those using social media TikTok. The platform is widely liked and used by students as a means of entertainment, but many are influenced by uploads that damage students' morals and behavior.

Meanwhile, (Nabilah, 2022) in her research on "The Impact of Social Media TikTok on the Polite Character of Sixth Grade Students," published in the PGSD FIP Journal of the State University of Surabaya, Volume 10, Number 4, 2022, studied the widespread use of social media among all groups, including elementary school children. TikTok has become a popular social media because it is easy to use and contains a variety of content. However, the abundance of content raises concerns that children might access negative content, adversely affecting their manners.

Kumara, Purnamsari, Henry (2023) in their research titled "Analysis of the Content of the Dimensions of the Pancasila Student Profile in the Animated Film Adit and Sopo Jarwo," published in the CVSuperNova journal, Volume 1, No. 3, 2023, discussed the content of the dimensions of the Pancasila Student Profile in the animated film Adit and Sopo Jarwo, covering several competencies of the Pancasila Student Profile with the research output being the pattern of the Pancasila Student Profile content in learning in the form of learning methods. The similarity between this research and the new research is that both examine the dimensions of the Pancasila Student Profile, although this research analyzes the content of the Pancasila Student Profile dimensions in a film, while the new research examines the impact of TikTok usage on one of the dimensions of the Pancasila Student Profile, focusing on the personal character dimension of being faithful and pious to God Almighty and noble morals in Phase C.

Based on these relevant studies, it can be concluded that the use of social media, especially TikTok, is very popular among various groups, including students. The use of TikTok significantly influences various aspects of daily life, such as easily obtaining information and increasing enthusiasm for learning and social interaction. However, excessive use of TikTok can also lead to other influences that cause behavioral changes in users, ultimately affecting the personal character of students as Pancasila learners.

Methods

In this study, a qualitative research type is employed, which is an effort to understand phenomena experienced by the research subjects descriptively in the form of words and language, within a specific natural context, utilizing various scientific methods. Qualitative research generates analytical procedures that do not use statistical analysis procedures or other quantification methods (Sugiyono, 2016: 15). This study adopts a phenomenological approach, with research data collected using triangulation techniques through four methods: observation, questionnaires, interviews, and documentation. The research setting is SD Negeri 1 Temulus in Blora Regency. The research subjects are Phase C students, Phase C homeroom teachers, the school principal, and the parents of Phase C students. Qualitative data analysis methods are conducted interactively and continuously until completion. The data analysis used by the researcher is the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing and verification (Sugiyono, 2016: 246-252).

Result and Discussion

Result

This study analyzes the impact of TikTok usage on the personal morality element within the dimension of faith in God Almighty and noble character in Phase C of Elementary School. Based on observations conducted at SD Negeri 1 Temulus, several impacts resulting from TikTok usage on students were identified, as presented in Table 1.

Table 1. Results of TikTok Usage Access Observation

Aspects Observed	Indicator	Observation Results		Note
		Yes	*No*	
Access Usage	1) Teachers have used TikTok in school	√		- Only at certain moments
	2) Teachers have utilized the TikTok platform during school activities		√	- Some have, some don't, but on average, they do.

Aspects Observed	Indicator	Observation Results		Note
		Yes	*No*	
	3) Students bring smartphones to school		√	
	4) Students know about the social media TikTok	√		
	5) At home, students already have their own smartphones	√		
	6) The use of TikTok social media has become common in children's play environments	√		
Personal Moral Elements	1) There is an impact of TikTok usage on student behavior in school	√		- Having high ego, speaking badly, TikTok viral syndrome, phone addiction, lack of discipline and courtesy (-), good at interacting, confident, creative, good communication (+).
	2) There is an impact of TikTok usage on changes in student behavior at home	√		

Based on observational data, the ownership of smartphones by each student allows them to know various digital features, one of which is the social media platform TikTok, which serves as an entertainment platform for all kinds of updated topics or content. The use of this social media has become increasingly frequent among students when their play environment tends to be aware of matters related to the TikTok platform, both at home and at school.

The impact of the easy accessibility of TikTok usage has led to implications or consequences for the personal morals of students in their daily lives. These include students often speaking rudely and using foul language with their peers, fighting with friends, being less disciplined with time, frequently asking for permission to leave school during school hours, diminishing politeness, losing respect for teachers, and being affected by the trending content syndrome on TikTok or FOMO (Fear of Missing Out).

Furthermore, observations of students' personal habits at home show a tendency towards laziness and addiction to playing on smartphones. This is also because most of them have their own smartphones, making access to the TikTok platform quite significant. However, in reality, students who are more active on TikTok compared to those who rarely use it are generally more creative and better at socializing with their peers, and they have a good level of self-confidence. Clearly, these are some of the impacts of TikTok usage on students' personal morals, influencing their habits or personal morals to become part of their daily routines.

The next data source is a questionnaire. Data collection on the aspects of TikTok usage among Phase C students at SD Negeri 1 Temulus using this questionnaire is designed to determine the duration of use, interest in using social media, platform access, and the impact on students' habits, with the aim of understanding how far the social media platform influences their daily lives. Here are the results of the questionnaire from Phase C students that have been obtained:
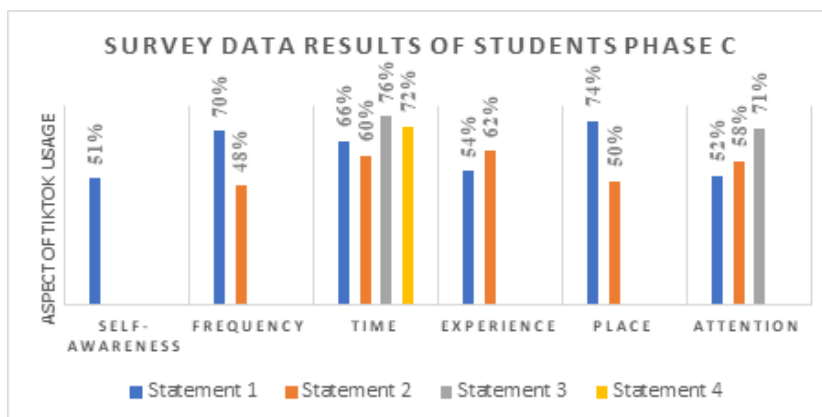

Figure 1. Results of TikTok Usage Aspects.

This chart measures five main aspects related to TikTok usage by students: self-awareness, frequency, duration, appreciation, location, and attention. 51% of students demonstrate self-awareness and attention to the impact of TikTok usage. 48% of students use TikTok with a certain frequency, indicating regular access to the platform. TikTok usage mostly occurs for more than one hour each day, with the highest value (70%) on the first statement. Appreciation and engagement in TikTok content are shown by 54% of students. The location of TikTok usage varies, with 50% of students accessing it in various places. 52% of students show high attention to the content they access on TikTok. The results of these aspects indicate that students tend to use TikTok regularly for a considerable duration each day. Awareness of the impact and attention to the accessed content shows a deep engagement.

In addition to collecting survey results on the aspects of TikTok use, the student survey also covers aspects of personal moral elements related to the dimensions of faith and piety to God Almighty and noble character. Here are the survey results obtained:
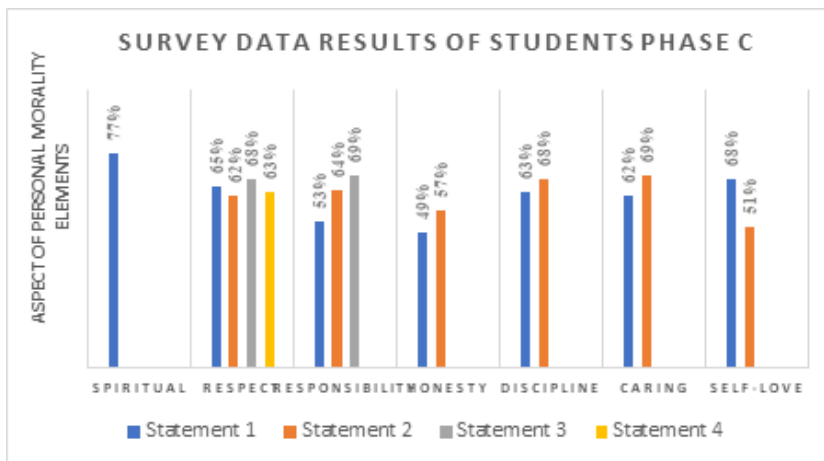

Figure 2. Results of the Personal Moral Elements Aspect

This chart measures aspects of students' personal moral elements: spirituality, respect, responsibility, honesty, discipline, care, and self-love. The highest value (77%) on the first statement indicates that the aspect of spirituality is quite good among students. The aspect of respect receives a high score, with the highest value (68%) on the third statement. Student responsibility is rated

high with the highest value (69%) on the third statement. The lowest value (49%) for honesty is noted on the second statement. Discipline receives varied scores, with the highest value (66%) on the second statement. The level of student care is quite high, with the highest value (69%) on the second statement. The aspect of self-confidence shows a fairly high score with the highest value (68%) on the first statement. From these data, personal moral aspects show varied values, with some areas like honesty and discipline requiring more attention.

In addition to conducting surveys on students, data collection was also designed in the form of surveys on the parents of Phase C students to determine the activity of social media use and to understand parental involvement in monitoring their children's use of TikTok at home. Here are the survey results obtained:
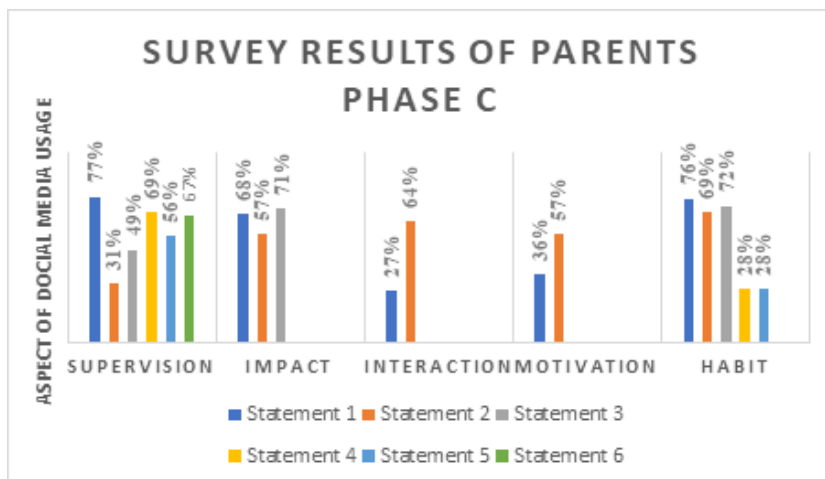

Figure 3. Survey Results of the Parental Aspect

This chart measures five aspects of social media usage among children based on observations and parent surveys: supervision, impact, interaction, motivation, and habits. Parental supervision shows a fairly high level of oversight, with the highest score on statement 1 (77%) and the lowest on statement 2 (31%). Parents' perceptions of the impact of social media show a more diverse distribution, with the highest score on statement 3 (71%) and the lowest on statement 2 (57%). Children's interaction with social media reflects a relatively even impact across all statements, with the highest score on statement 2 (64%) and the lowest on statement 1 (27%). Children's motivation to use social media

is rated quite high, especially on statement 2 (57%) and the lowest on statement 1 (36%). Additionally, the aspect of social media usage habits among children is also rated high by parents, with statement 1 (76%) and the lowest on statements 4 and 5 (28%). From these aspects, parents tend to provide high supervision and motivate their children to use social media wisely. However, they remain aware of the potential negative impacts.

Then, in the subsequent data collection, interviews were conducted with the principal, Phase C teachers, students, and parents at SD Negeri 1 Temulus, resulting in the following data:

1. The interview results with the Principal revealed that the widespread use of TikTok among Phase C students at SD Negeri 1 Temulus negatively impacts their learning and social interactions. Many students are unable to distinguish between good and bad content, leading them to become engrossed and difficult to control. Mr. SR emphasized the importance of cooperation with parents to monitor and limit TikTok use, as well as implementing character-building policies at school such as reciting Asmaul Husna, practicing the 5S, and conducting healthy Friday activities. These measures aim to strengthen the Pancasila student character and reduce the negative impact of TikTok through healthy smartphone usage monitoring at home.

2. Based on interviews with Phase C teachers at SD Negeri 1 Temulus, it was revealed that although they are aware of and use TikTok, the platform has not yet been utilized as a learning medium in the classroom. Students are prohibited from bringing smartphones to school except during special events, but when allowed, they more often use smartphones for gaming and TikTok rather than studying. This TikTok usage leads to behavioral changes in students, such as mimicking viral content and reducing manners. Teachers observed that while some students become more creative and confident, negative effects such as poor content filtering and decreased environmental awareness remain. Therefore, teachers emphasize the importance of education and supervision of TikTok use and propose strategies such as supporting student creativity, assigning TikTok-related tasks, and teaching digital ethics to mitigate its negative impacts.

3. The interview results with Phase C students at SD Negeri 1 Temulus show that their interest in TikTok is very high, mainly due to the influence of their surroundings who are also TikTok users. Students often access TikTok after school until bedtime, with usage duration exceeding one hour per day. They generally upload self-edited videos and enjoy various content, ranging from quotes and cartoons to viral trends. Their motivation for creating videos varies, from wanting to become famous to filling their free time. Unfortunately, TikTok is used more for entertainment than as a learning medium, causing them to often neglect responsibilities such as school assignments. Some students admitted to not doing their homework because they were too engrossed in TikTok. This shows that TikTok usage can affect their habits and identity as students. Therefore, supervision and education from parents and teachers are needed to control the negative impacts of TikTok.

4. The interview results at the homes of Phase C students' parents revealed that these three parents are aware of and allow their children to play TikTok with limitations and supervision. The duration of TikTok use varies between one to two hours per day. Children often access TikTok after school, in the afternoon, or before bedtime, with favorite content such as cartoons, games, and viral videos. Parents observed that playing TikTok consumes their children's free time and makes them tend to procrastinate on tasks and become lazy in doing other activities. Although there are positive aspects such as gaining new information, the negative aspects are more dominant, especially in terms of neglecting other activities and imitating behaviors from viral content. To mitigate the negative impacts, parents scold, advise, monitor smartphone content, and limit their children's access to TikTok.

Discussion

The use of TikTok by students at SD Negeri 1 Temulus shows a significant influence on their personal morals. Internal factors such as feelings, attitudes, and motivation, as well as external factors like family background and environment, play a crucial role in shaping students' habits in using TikTok. This aligns

with Miftachul's findings (2020), which explain that both factors significantly influence the behavior of TikTok users, especially among students. The impact of TikTok usage includes changes in habits and personal morals, both positive and negative.

In terms of moral values, the use of TikTok by students can have positive impacts such as increased creativity and social skills. However, the negative impacts cannot be ignored, such as a decline in politeness, discipline, and respect for teachers. This is in line with Asad's view (2023), which states that every event or action can cause changes in a person's moral values. The decline in aspects of honesty and discipline found in the survey indicates the need for more attention to these aspects.

This study also finds similarities with previous findings by Gustafian Jayanata (2022) and Nabilah (2022). They showed that the use of TikTok can damage students' morals and behavior if not properly supervised. Students who use TikTok for entertainment are often influenced by negative content, resulting in a decline in their politeness and responsibility. This underscores the importance of stricter supervision and education from parents and teachers.

Moreover, parental supervision and educational intervention from teachers are crucial to controlling the negative impacts of TikTok. The principal and teachers at SD Negeri 1 Temulus emphasize the importance of collaboration with parents in supervising and limiting TikTok usage, as well as implementing character-building policies in schools. This includes activities such as reciting Asmaul Husna, practicing 5S, and healthy Friday activities, aimed at strengthening Pancasila student character and reducing the negative impacts of TikTok. This is in line with Kumara et al.'s research (2023), which shows that educational interventions can strengthen the character of Pancasila students.

Overall, this study emphasizes the importance of ongoing supervision and education from parents and teachers in shaping students' personal morals to be noble. The use of TikTok needs to be controlled so that its positive impacts can be maximized and its negative impacts minimized. Collaboration between schools and parents is essential to forming students with faith, piety, and noble character in accordance with the dimensions of the Pancasila Student Profile.

Conclusion

Based on the research findings, TikTok usage has both positive and negative impacts on the personal morality of Phase C students at SD Negeri 1 Temulus. Positive impacts include increased creativity, social skills, and self-confidence. However, significant negative impacts include decreased discipline, politeness, and respect for teachers. Internal factors such as motivation and individual attitudes, as well as external factors such as peer influence and parental supervision, play crucial roles in influencing TikTok usage habits. Therefore, strict supervision and education on wise social media usage, along with strong cooperation between parents and schools, are necessary to foster good personal morality in students and mitigate the negative impacts of TikTok usage.

Reference

Journal Article

Adawiah Rabiatul. (2020). Nilai-Nilai Akhlak Pribadi (Studi Atas Kitab Al-Jawahir Al-Lu'lu'iyyah Syarah Arbain An-Nawawiyah). *Khalidatul Maulidiah*, *4*(1), 1–23. https://idr.uin-antasari.ac.id/14352/.

Jayanata, G. (2022). Dampak Media Sosial Tik Tok Terhadap Perilaku Siswa Sekolah Dasar Negeri 42 Di Desa Padang Peri Kecamatan Semidang Alas Maras Kabupaten Seluma. *Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah Dan Tadris UIN Fatmawati Sukarno Bengkulu*, 1–79. http://repository.iainbengkulu.ac.id/id/eprint/8366.

Kumara, D. F., Purnamasari, I., & Saputra, H. J. (2023). Analisis muatan dimensi profil pelajar Pancasila dalam film animasi Adit dan Sopo Jarwo. *Pena Edukasia*, *1*(3), 286–290. https://journal.cvsupernova.com/index.php/pe/article/view/64/48.

Maudy, S. (2023). *Analisis Karakter Anak Sekolah Dasar dalam Menggunakan Aplikasi TikTok dan Youtube*. *XI*, 366–377. https://doi.org/https://doi.org/10.26618/equilibrium.v11i3.11378.

Miftachul, T. (2020). Aplikasi Tik Tok Sebagai Media Pembelajaran Maharah Kalam. *Jurnal Mu'allim*, *2*(1), 57–65. https://doi.org/10.35891/muallim.v2i1.2201.

Nabilah, S. (2022). Dampak Media Sosial (Tik-Tok) Terhadap Karakter Sopan Santun Siswa Kelas Vi Sekolah Dasar Izza. *PGSD,FIP Universitas Negeri Surabaya*, *10*(4), 735–745.

RADILA SANDI. (2023). Dampak Penggunaan TikTok terhadap Remaja Islam. *UIN SUSKA RIAU*, *April*, 37–41.

Silvia, N., & Ropida, I. (2022). Karakter Peduli Sosial: Pengaruh Aplikasi "Tik Tok" PadaPeserta Didik Kelas V A SD. *Journal of Basic Education Research*, *3*(1), 16–22.

Book

Sugiyono. (2016). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&d)*. ALFABETA CV. www.cvalfabeta.com

News or magazine article

Ariffin. (2024). *Profil Pelajar Pancasila*. slideshare.

Asad, A. (2023). For Every Child. In *Unicef*. Unicef. https://www.unicef.org/topics/impact.

Indonesia, U. R. N. 2. T. 2003 S. P. (2003). Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. *Demographic Research*, *49*(0), 1-33 : 29 pag texts + end notes, appendix, referen. https://jdih.kemdikbud.go.id.