

THE IMPACT OF TIK-TOK SOCIAL MEDIA ON THE YOUNG GENERATION'S UNDERSTANDING OF ISLAMIC WORLD ISSUES

Eka Maulana Agung Santana¹, Shabrina Alyaa Kaamilah², Wahyunengsih³

1,2,3 Universitas Islam Negeri Syarif Hidayatullah, Jakarta

Alamat: Jl. Ir. H. Juanda No. 95 Ciputat, Kota Tangerang Selatan, Banten 15412.

Korespondensi penulis: ekamaulana960@gmail.com, shabrinaalyaa05@gmail.com,
wahyu.nengsih@uinjkt.ac.id

Abstract

This research assesses the effects of the Islamic world and its issues as portrayed on TikTok. This social media platform has gained popularity amongst the youth based on the younger generation's understanding of it. The study attempts to fill the gap in the problem of disinformation and shallow understanding disseminated through videos aimed at short attention spans. The goal is to analyze how the content of TikTok videos impacts the youth's knowledge and thinking regarding affairs of the Islamic world, including how it influences their perception and attitude towards it and their ability to think critically. This qualitative study comprises content analysis of TikTok videos pertinent to Islam issues and extensive interviews with selected young Muslims aged 17-25. The results revealed that while TikTok is relatively easy and quick to use and thus can be informative, it frequently fails to provide accurate or reliable information. Influencers and content creators profoundly impact viewers' opinions yet often lack context, substance, and credibility. Still, some advocates within educational forums have raised coverage of Islamic issues and interest in investigating them further. This research has shown that TikTok affects the youth's understanding in two opposing ways; for those with low media literacy and media literacy and the right TikTok content, understanding is worse content is better quality understanding improves. Thus, the author recommends strongly focusing on digital literacy to help young people identify trustworthy resources about Islam.

Keywords: Tiktok;Islamic World Issue;Youth Perception;Social Media; Digital Literacy

Abstrak

Penelitian ini mengkaji dampak dunia Islam dan isu-isunya sebagaimana digambarkan di TikTok. Platform media sosial ini telah meraih popularitas di kalangan anak muda berkat pemahaman generasi muda terhadapnya. Penelitian ini berupaya mengisi kesenjangan dalam masalah disinformasi dan pemahaman dangkal yang disebarkan melalui video yang ditujukan untuk rentang perhatian yang pendek. Tujuannya adalah menganalisis bagaimana konten video TikTok memengaruhi pengetahuan dan pemikiran anak muda mengenai urusan dunia Islam, termasuk bagaimana hal itu memengaruhi persepsi dan sikap mereka terhadapnya, serta kemampuan mereka untuk berpikir kritis. Penelitian kualitatif ini terdiri dari analisis konten video TikTok yang berkaitan dengan isu-isu Islam dan wawancara ekstensif dengan beberapa pemuda Muslim terpilih berusia 17-25 tahun. Hasil penelitian mengungkapkan bahwa meskipun TikTok relatif mudah dan cepat digunakan sehingga dapat informatif, seringkali

gagal memberikan informasi yang akurat atau andal. Influencer dan kreator konten sangat memengaruhi opini pemirsa, tetapi seringkali kurang konteks, substansi, dan kredibilitas. Namun, beberapa advokat dalam forum pendidikan telah mengangkat isu-isu Islam dan minat untuk menyelidikinya lebih lanjut. Penelitian ini menunjukkan bahwa TikTok memengaruhi pemahaman anak muda dalam dua cara yang berlawanan; Bagi mereka yang memiliki literasi media rendah dan konten TikTok yang tepat, pemahaman konten yang kurang baik justru meningkatkan kualitas pemahaman. Oleh karena itu, penulis merekomendasikan untuk berfokus pada literasi digital guna membantu kaum muda mengidentifikasi sumber informasi terpercaya tentang Islam.

Kata kunci: TikTok; Isu Dunia Islam; Persepsi Pemuda; Media Sosial; Literasi Digital

INTRODUCTION

TikTok significantly impacts the younger generation's understanding of Islamic world issues by potentially promoting antisocial behavior, wasting time, and diminishing Islamic values. TikTok encompasses a noteworthy affect on the religiousness of the younger generation, involving the potential for reserved behavior, sitting around, idly and lessening Islamic values, indicating that the inappropriate use of this platform can weaken their understanding of important issues in the Islamic world, oppose Islamic values that promote proper time management and social responsibility, and ultimately cause a negative impact on their understanding of Islamic doctrines and principles (Fikrianoor&Ishaac, 2024). TikTok content frequently displays behaviors that damage moral values and promote criminality, resulting in a shift in the younger generation's understanding of proper social norms and Islamic values (Huda, 2023).

Antisocial behavior, time wastage, and neglecting Islamic values are some of the issues that TikTok has and can continue to impact regarding the understanding of Islam's social issues relative to the youth. In light of religious promotion, the user's conduct on the platform is called digital da'wah. About the rest of the findings, TikTok has the potential to positively impact the religious commitment of Gen Z teenagers if appropriately used. Young people can capture their faith from modern perspectives, and this encourages the use of religious books and guidelines, which widens the scope of their faith. Because of this, the youth can enhance their awareness of Islam's treasured values and principles since they encounter materials that suit their beliefs and lifestyles (Astaburuaga H. et al., 2025).

The two studies conflict because of the divergent ways each one considers the impact of TikTok content on the younger audience's perception of Islamic issues and values. The negative impact of TikTok is also discussed by the first study arguing that TikTok encourages

social disengagement, idleness, and decline of Islamic values among its users. The first study claims that the misuse of TikTok stunts religious understanding, acts in contravention to precepts of time discipline planning, social responsibility, and self-management, and erodes the moral fabric of the youth (Nahla et al., 2024).

The second research study, conversing about optimistic perspectives, indicates that TikTok can be utilized as a instrument for computerized da'wah and impact devout mindfulness through Islamic lessons fitting with Gen Z's cutting edge way of life. It can be an effective medium for young preachers to convey their messages, making da'wah more appealing to the millennial audience (Kusumawati & Sitika, 2024). The present strongly indicates that it teaches younger generations about Islam through popular apps while understanding Islamic doctrines and values in a relevant way.

The fast-evolving field of technology, especially social media networks such as TikTok, has revolutionized how youths communicate and get information. The research identifies how such a technological revolution affects the morality of Muslim youths, building empirical grounds to examine the correlation between social media networks and moral conduct. The present is essential as it demonstrates shifting communication patterns and cultural impacts among youths (Akhbari, 2023).

One of the seminal theories is the Uses and Gratifications Theory (UGT), which argues that people intentionally select and use media channels such as TikTok to fulfill particular needs like entertainment, information, personal identity, or social interaction. Here, young people will either utilize TikTok for entertainment that results in time wastage and moral corruption (as in the first research) or for religious and educational content that generates religious knowledge (as in the second research). Therefore, TikTok's use determines whether its effects are negative or positive. The results show that intelligent TikTok algorithms are meeting user information needs optimally with the delivery of hyper-personalized content by personal taste (Adistri et al., 2024).

Within the current advanced period, social media has ended up indistinguishable from youthful people's lives, counting among Muslim youth. One of the foremost prevailing stages nowadays is TikTok, which offers short, engaging video substance that's effectively available and broadly devoured. This investigate points to explore the double affect of TikTok on the more youthful generation's understanding of issues related to the Islamic world and values. The platform has evolved beyond entertainment to become a powerful space for disseminating

ideologies, cultural values, and even religious messaging. With its highly personalized algorithm, TikTok holds significant potential to shape the worldview of young users regarding Islam and the global Muslim community (Nasrullah, 2020).

Nevertheless, growing concerns surround the use of TikTok among Muslim adolescents. Several studies have shown that excessive social media use can lead to antisocial behavior, digital addiction, and a departure from moral principles (Syihabuddin, 2021). In this context, TikTok is often viewed as a source of moral decline due to the prevalence of content that promotes vulgarity, hedonism, and dangerous challenges that become viral trends. Such exposure can hinder the internalization of Islamic values that are meant to serve as moral guidance in the daily lives of Muslim youth (Wahid, 2023).

Despite these challenges, TikTok also presents a promising opportunity for religious engagement, particularly through digital da'wah. Many Islamic scholars and youth influencers have begun to utilize the platform to share religious knowledge, reflections, and motivational messages that align with Islamic teachings. These efforts show that when used mindfully, TikTok can effectively increase religious awareness and promote positive Islamic content (Suwahyu, 2024). Moreover, the platform's vast reach allows da'wah to be presented in creative and relatable formats, making it more appealing to the younger audience (Hidayatullah, 2022).

Therefore, the dual nature of TikTok—both as a potential threat to moral integrity and a vehicle for religious propagation—necessitates a nuanced approach to evaluating its impact. This study examines how young Muslims engage with Islamic content on TikTok and how such interactions influence their understanding of Islamic values and global Muslim issues. By understanding these dynamics, stakeholders in education, religious institutions, and family units can better navigate the opportunities and risks posed by social media in shaping the religious consciousness of the younger generation (Fauzi, 2021).

RESEARCH METHOD

This inquire about plan employments quantitative strategies to study a few youngsters with respect to the TikTok application and its affect on issues within the Islamic world. The consider utilized a subjective approach with case ponder strategies, which appeared that information collection was done through perception and perception of juvenile behavior related to the TikTok app. The affect of TikTok apps on adolescents' devout behavior incorporates negative impacts such as deferring required supplications and being apathetic to perused the

Qur'an, demonstrating the significance of Islamic world issues within the ponder. The inquire about highlights the centrality of understanding the affect of TikTok on youthful individuals to form strategies that maximize its positive impacts though minimizing negative ones (Rahmadhani et al., 2024).

This research employs a quantitative method to examine the ways in which TikTok has impacted the awareness of issues pertaining to the Islamic world among the younger generation. Quantitative methods are most appropriate in ascertaining the extent to which social media affects young people, considering that these methods enable the collection of data in a systematic manner and statistical analysis, hence providing unbiased findings on TikTok usage and youth awareness (Al-Farizi et al., 2022). This research study aims to assess the degree to which exposure to information on TikTok influences the knowledge and attitudes of young consumers regarding Islamic social, cultural, and religious matters by applying quantifiable variables.

The participant sample comprises thirty-three teenagers, carefully selected to represent various age groups ranging from 17 to 20 years old. This stratified sampling ensures the inclusion of diverse developmental stages within the youth demographic, allowing for a more comprehensive understanding of how age may interact with social media influence (Nugroho et al., 2023). Data collection involves structured questionnaires designed to assess TikTok's role in shaping respondents' awareness of Islamic world issues, thereby contributing valuable quantitative evidence to the field of digital media studies and religious education (Aljohani et al., 2025).

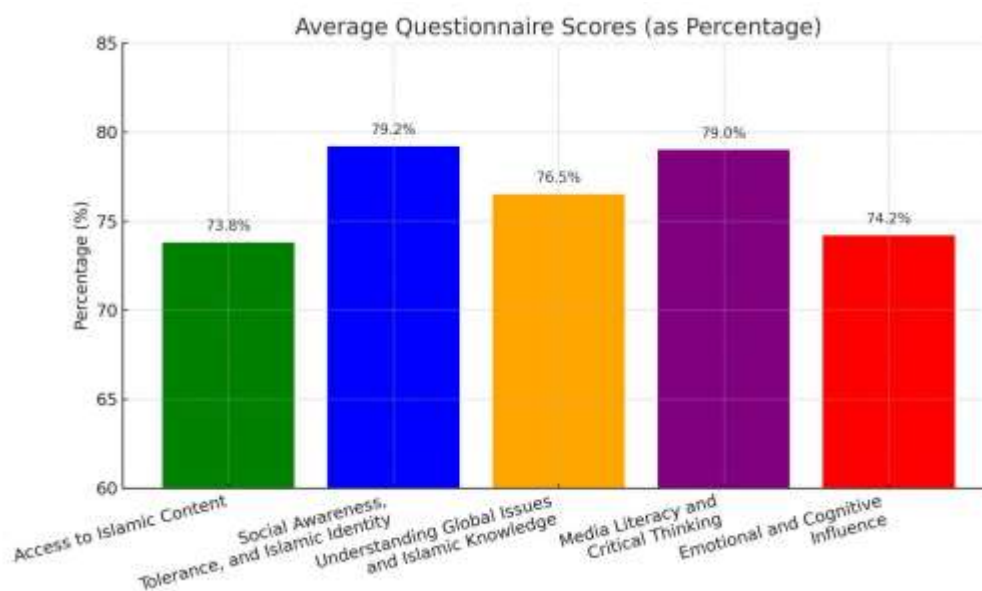
The primary tool for data collection is the Google Forms questionnaire. The questionnaire attempts to unveil different facets of the participants' use of TikTok and their knowledge of Islamic matters globally. Surveying and document analysis are also conducted as part of the research to complement the data collected and comprehensively grasp the subject under investigation (Alhabshi & Mohamad, 2021).

The data collection process for this study is designed to ensure comprehensive engagement with the target youth demographic. Participants will be recruited through community centers and social media platforms, facilitating a broad and diverse sample. This dual approach leverages the accessibility of community centers and the widespread use of social media among adolescents, enhancing the representativeness of the sample (Salem et al., 2023).

To maximize participation, the data collection period is set for two weeks, with each participant allotted one week to complete the questionnaire. This timeframe allows sufficient opportunity for thoughtful responses while maintaining participant engagement (Cabrera-Álvarez & Lynn, 2024). Additionally, reminders will be sent to participants to encourage timely completion and reduce dropout rates, a strategy shown to improve response rates and survey quality in research studies (Zhang, 2024).

Once data is collected, analysis will be made via a systematic process. It comprises data reduction, in which irrelevant or incomplete answers will be excluded, and data selection, the aim of which is to look for significant themes and patterns of the effects of TikTok on the awareness of participants concerning Islamic world issues. The result of this study will be quantitatively analyzed to draw meaningful conclusions on social media usage and awareness of Islamic issues among young people (Khusnul Jaza & Makrufi, 2024).

The questionnaire was distributed to thirty-three teenagers aged seventeen to twenty-five. The responses indicated a varied level of engagement with TikTok, with 80% of participants using the platform daily. Approximately 65% reported encountering content related to Islamic world issues, while 35% stated they rarely or never see such content.



RESULT AND DISCUSSION

From the results of the questionnaire to thirty-three respondents, most participants showed a relatively high level of agreement with several key statements. Regarding social awareness, tolerance values, and Islamic identity, 79.2% of respondents generally agreed that Islamic content in digital media supports the values of tolerance and diversity. Similar things can be seen in media literacy and critical thinking skills, 79%, where respondents agreed that they could filter and assess information critically, including seeing the educational potential of platforms such as TikTok. Regarding understanding global issues and Islamic knowledge, 76.5% of respondents tended to agree, although with increased space.

However, in the categories of intensity of access to Islamic content (73.8%) and emotional and cognitive influence (74.2%), respondents showed a more neutral to somewhat agree attitude, indicating that although they were not completely passive, emotional involvement and frequency of access were not yet dominant. In general, the statements in the questionnaire were more widely agreed upon by respondents, with variations in the intensity of agreement depending on the category of questions.

The questionnaire results show that social awareness and media literacy are the most dominant aspects in shaping respondents' views of Islam in the media. Meanwhile, content access and emotional influence are still moderate. The following recommendation is to improve understanding of global issues and expand access to quality Islamic educational content.

The survey, sent to thirty-three youths between the ages of seventeen and twenty-five, found that 80% of the subjects use TikTok daily, reflecting strong platform use. Approximately 65% often come across Islamic world issues content, and 35% seldom or never do. Regarding perception of content, 79.3% of the subjects concurred that Islamic content on online media encourages tolerance and diversity. Other than, 79% felt they have media education and basic considering abilities to channel and survey data, counting an affirmation of social media stages like TikTok as having the potential to be instructive websites. In comprehending world undertakings and Islamic instruction, 76.5% concurred, with a few room for advancement. The escalated of substance get to (73.8%) and emotional-cognitive impact (74.3%) were more within the middle-ground pleasant position, appearing humble levels of action in recurrence and enthusiastic engagement.

The study's discoveries emphasize the critical impact of social mindfulness and media education on how youthful people see Islamic substance on social media stages. Respondents

with heightened media literacy skills tend to engage more critically with religious content, discerning between authentic teachings and potential misinformation. This aligns with research indicating that media literacy empowers youth to navigate digital information responsibly, fostering a more nuanced understanding of religious narratives (Salleh et al., 2024).

Despite a generally positive attitude towards tolerance and critical engagement, the study reveals a moderate level of emotional involvement and frequency in accessing Islamic content. This suggests that while youth are open to engaging with religious material, there may be barriers such as content relevance or presentation style that affect deeper engagement. Notably, platforms like TikTok, when utilized effectively, have demonstrated potential in enhancing religious knowledge among students, indicating that the medium's format can be conducive to religious education if content is tailored appropriately (Al-Farizi et al., 2022).

The moderate engagement levels highlight the necessity for more dynamic and relatable Islamic educational content on digital platforms. Innovative approaches, such as incorporating storytelling and interactive elements, can make religious teachings more accessible and engaging for the youth. Studies have shown that creative da'wah content on TikTok, which blends traditional teachings with contemporary digital trends, resonates well with younger audiences, thereby enhancing their understanding and interest in Islamic values (Aldi, 2024).

The part of youth in advancing devout balance through social media is progressively critical in today's computerized age. As active participants in online platforms, young individuals have the potential to influence religious discourse positively. Research indicates that empowering youth with digital literacy skills enables them to critically engage with religious content, discern credible information, and resist extremist narratives (Wijayanti & Harlis, 2024). This capacity positions youth as pivotal agents in fostering religious tolerance and understanding within digital communities.

Advanced proficiency includes the capacity to get to, analyze, and make substance in different advanced groups. Studies have shown that youth equipped with digital literacy are better prepared to navigate the complexities of online information, including identifying misinformation and promoting balanced religious perspectives (Sahlan et al., 2022). By leveraging social media platforms, young individuals can disseminate messages of peace, coexistence, and mutual respect, countering divisive ideologies and contributing to a more harmonious online environment.

Moreover, the interactive nature of social media allows youth to engage in meaningful dialogues and share diverse perspectives on religious matters. This engagement not only enhances their understanding of different faiths but also encourages empathy and collaboration across cultural boundaries (Achmad, 2022). By actively participating in online discussions and content creation, youth can challenge stereotypes, debunk myths, and advocate for religious moderation, thereby playing a crucial role in shaping a more inclusive digital landscape.

Between the positive and negative responses, one can notice that while the majority of participants express appreciation for TikTok's educational content, there is a high level of alarm regarding misinformation. The 70% of the participants who benefited positively from TikTok would cite some creators or content that gave insightful information. However, 30% of skeptics cited oversimplification and sensationalism in videos, possibly leading to misinterpretation of complex issues. Patients using TikTok for fertility-related content reported that the platform provided empathy through shared experiences, stress relief, and opportunities for self-education while expressing concerns about misinformation and negative emotional impacts associated with the content they encountered (Kirubarajan et al., 2024).

CONCLUSION

This research illustrates that TikTok has an important influence on the views of youth regarding matters about the Islamic world. As a social organizing site that's exceptionally well known with young people and youthful grown-ups, TikTok has risen as a key source of data for various clients (Nisa' et al., 2025). This offers possibilities of expanding the minds of the youth to global matters, such as subjects on wars within the Islamic world, solidarity of the community, and cross-cultural Islamic values (Ahmad, 2022). The fast and often superficial nature of the content may, however, render users unable to differentiate between genuine information and misinformation.

TikTok, as a rapidly growing social media platform, holds significant potential as an educational tool, particularly in disseminating Islamic content to younger audiences. Its short-form video organize and algorithm-driven substance conveyance can viably lock in clients and give open devout instruction. However, this potential is tempered by substantial challenges, notably the proliferation of misinformation and biased content. The platform's calculation frequently prioritizes substance based on engagement measurements instead of genuine precision, driving to the far reaching dispersal of deceiving data. This environment can foster

incomplete or erroneous understandings of critical issues within the Islamic world, especially among impressionable youth (Sallam et al., 2025).

The reliance on visually appealing and emotionally charged content over substantiated information exacerbates the risk of misinformation. Studies have shown that a significant portion of TikTok content contains inaccuracies, with one analysis revealing that nearly 20% of videos on the platform include some form of misinformation (Daoud, 2025). This trend is particularly concerning in the context of religious education, where the misrepresentation of Islamic teachings can lead to misunderstandings and the spread of radical philosophies. The algorithmic enhancement of such substance makes reverberate chambers, strengthening existing inclinations and constraining presentation to different points of view (Gao et al., 2023).

To moderate these dangers, upgrading media proficiency among youthful clients is basic. Media education prepares people with the abilities to basically assess data, observe sound sources, and recognize predispositions. Educational initiatives focusing on media literacy have demonstrated effectiveness in enabling youth to navigate digital content responsibly. For instance, incorporating media literacy into school curricula has been associated with improved critical thinking skills and a heightened ability to identify misinformation (Salleh et al., 2024). Such education empowers young Muslims to engage with Islamic content on platforms like TikTok thoughtfully, fostering a more accurate and nuanced understanding of their faith.

Furthermore, collaborations between content creators, educators, and religious scholars can play a pivotal role in curbing misinformation. By producing engaging, accurate, and contextually relevant Islamic content, these stakeholders can provide reliable alternatives to misleading material. Platforms like TikTok can also contribute by implementing stricter content moderation policies and promoting verified information sources. Collectively, these efforts can create a digital environment conducive to authentic religious education and discourse, safeguarding young users from the pitfalls of misinformation.

As a recommendation, researchers suggest that teachers, community leaders, and digital educators take part in producing and disseminating factual, educational content through platforms such as TikTok. Thus, social media isn't as it were a space for amusement but too a space for solid and useful learning. In addition, a collaborative approach between educational institutions and digital communities is needed to strengthen the younger generation's objective and comprehensive understanding of the Islamic world (Nasution, 2021). This effort is an

important step in forming a generation that is literate in information and wise in consuming it in today's digital era.

REFERENCES

- Achmad, S. (2022). Digital literacy as a foundation for religious moderation learning at Salatiga's Al-Hijrah Tingkir Islamic Boarding School. *Paedagogia: Jurnal Pendidikan*, 11(1), 119–129. <https://doi.org/10.24239/pgd.Vol11.Iss1.208>
- Adistri, N., Rusman, A. A., & Irwansyah, I. (2024). Pemenuhan Kebutuhan Informasi pada TikTok: Studi Uses and Gratification di Era Digital. *Jurnal Lensa Mutiara Komunikasi*, 8(2), 103–116. <https://doi.org/10.51544/jlmlk.v8i2.5584>
- Ahmad, S. (2022). Youth, Social Media, and Religious Identity: A Case Study on TikTok. *Journal of Digital Communication*, 14(3), 45–58.
- Akhbari, L. (2023). Pengaruh Aplikasi Tiktok Terhadap Akhlak Remaja Muslim di Pulo Brayon Darat I Kecamatan Medan Timur. <https://doi.org/10.51900/alhikmah.v5i2.19385>
- Aldi, M. (2024). Utilization of TikTok Application as Da'wah Media and Innovation in Conveying Islamic Values in the Digital Age. *LANCAH: Jurnal Inovasi dan Tren*, 3(1), 32–41. <https://doi.org/10.35870/ljit.v3i1.3544>
- Al-Farizi, A. F., Wahyunengsih, & Al Izzami, Z. (2022). The Effect of Social Media TikTok on Increasing Islamic Knowledge Among Students. *FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan*, 5(3), 217–226. <https://doi.org/10.22460/fokus.v5i3.10874>
- Alhabshi, S. M., & Mohamad, M. (2021). The Role of Social Media in Shaping Youth Perspectives on Islamic Issues. *Journal of Islamic Studies*, 32(2), 145-162.
- Aljohani, O. H., Hussein, M. G., & Alajlan, S. M. (2025). University students' motives for using TikTok and its impact on their social values: An applied study at Taif University. *Preprints*, 2025, 1–20. <https://doi.org/10.21203/rs.3.rs-5799631/v1>
- Cabrera-Álvarez, P., & Lynn, P. (2024). Text messages to incentivize response in a web-first sequential mixed-mode survey. *Social Science Computer Review*. <https://doi.org/10.1177/08944393231213315>
- Daoud, I. (2025). One out of five videos on TikTok contains misinformation. *Youth Wa Kalam*. Retrieved from <https://www.salamwakalam.com/youth-wa-kalam/632/tiktok-from-entertainment-to-amplifying-events-up/en>
- Fauzi, A. (2021). *Digital Religiosity and the Youth: A Study of Islamic Content Consumption on Social Media*. Jakarta: UIN Press.
- Fikrianoor, A., & Ishaac, M. (2024). Solusi Al-Qur'an dalam Mengatasi Pengaruh Media Sosial TikTok Terhadap Keagamaan Generasi Muda. *Jurnal Keislaman*, 7(2), 475-489.
- Gao, C., Papp, J. (2023). Exploring fake news awareness and trust in the age of social media among university student TikTok users. *ResearchGate*. Retrieved from https://www.researchgate.net/publication/377700508_Exploring_fake_news_awareness_and_trust_in_the_age_of_social_media_among_university_student_TikTok_users

- Hidayatullah, M. (2022). Creative Da'wah in the Age of TikTok: Engaging Millennials with Islamic Values. *Journal of Contemporary Islamic Media*, 5(1), 45–58.
- Huda, N. (2023). Tiktok dan akhlaq remaja : dampak tiktok dan solusinya dalam perspektif pendidikan islam. *Ta'dibi : Jurnal Manajemen Pendidikan Islam*, 11(2), 33–54.
- Khusnul Jaza, F., & Makrufi, A. (2024). Analisis Dakwah Ustaz Irfan Rizki Haas di Media Sosial TikTok. *Anida*, 24(2), 109–130. <https://doi.org/10.15575/anida.v24i2.40204>
- Kirubarajan, A., Han, S. W., Patel, P., Black, A. M., & Sierra, S. (2024). TikTok as a Resource for Fertility Information and Support: A Patient Survey. *Journal of Family and Reproductive Health*. <https://doi.org/10.18502/jfrh.v18i4.17424>
- Kusumawati, J., & Sitika, A. J. (2024). Pemanfaatan Aplikasi Tik Tok Sebagai Media Dakwah Islam Bagi Generasi “Z”. *Al-Ulum Jurnal Pemikiran dan Penelitian ke Islaman*, 11(3), 271-283.
- Nahla, Z., Setiawan, B., & Nabila, A. F. (2024). Dampak Tiktok Terhadap Penurunan Etika Generasi Muda. *Cendekia*, 4(2), 136–148. <https://doi.org/10.55606/cendekia.v4i2.2877>
- Nasrullah, R. (2020). *Social Media and Cultural Transformation in Muslim Society*. Bandung: Simbiosis Rekatama Media.
- Nasution, R. (2021). Digital Literacy in Islamic Education: Opportunities and Challenges. *Indonesian Journal of Islamic Pedagogy*, 11(1), 21–34.
- Nisa', I. S., Ni'mah, L., & Nurroiffah, A. A. (2025). Tinjauan Hukum terhadap Dampak Kecanduan TikTok terhadap Kesehatan Mental Remaja: Studi Kasus di Kalangan Pelajar. *Jurnal Riset Multidisiplin Dan Inovasi Teknologi*, 3(01), 73–82. <https://doi.org/10.59653/jimat.v3i01.1329>
- Nugroho, W., Alhusna, Y., Tiyara, T., & Thoha, M. (2023). Influence of TikTok social media on student behavior at MTsN Nurul Huda. *International Journal of Education and Teaching Zone*, 2(1), 1–2. <https://doi.org/10.57092/ijetz.v2i1.105>
- Sahlan, F., Kumala Sari, E. D., & Sa'diyah, R. (2022). Digital-based literacy analysis of religious moderation: Study on public higher education students. *Progresiva: Jurnal Pemikiran Dan Pendidikan Islam*, 11(2), 153–166. <https://doi.org/10.22219/progresiva.v11i02.20906>
- Salem, M., Pollack, L., Zepeda, A., & Tebb, K. P. (2023). Utilization of online systems to promote youth participation in research: A methodological study. *World Journal of Methodology*, 13(4), 210–222. <https://doi.org/10.5662/wjm.v13.i4.210>
- Sallam, M., Al-Mahzoum, K., Alkandari, L., Shabakouh, A., Shabakouh, A., Ali, A., Alenezi, F., & Barakat, M. (2025). Descriptive analysis of TikTok content on vaccination in Arabic. *AIMS Public Health*, 12(1), 137-161. <https://doi.org/10.3934/publichealth.2025010>
- Salleh, A. S. S. A. L., Abdul Latiff, D. I., Zambri, W. A. A. M., Abu Bakar, M. N., Abd Razak, M., & Kamal, S. (2024). Youth and Media Literacy: Understanding Social Media's Influence on Information Consumption. *International Journal of Academic Research in Business and Social Sciences*, 14(6), 123–135. <http://dx.doi.org/10.6007/IJARBS/v14-i6/21747>

- Suwahyu, D. (2024). Islamic Discourse in the Digital Age: The Role of TikTok in Youth Da'wah. *Indonesian Journal of Islamic Studies*, 8(2), 112–128.
- Syihabuddin, A. (2021). Media Literacy and Moral Challenges among Muslim Teens. *Journal of Islamic Ethics*, 3(2), 80–95.
- Wahid, S. (2023). *The Influence of Popular Culture on Islamic Values in Social Media Era*. Yogyakarta: Pustaka Pelajar.
- Wijayanti, T. Y., & Harlis, S. A. (2024). Strengthening the Role of Youth in Promoting Religious Moderation through Social Media. *Mangabdi: Journal of Community Engagement in Religion, Social, and Humanities*, 2(1), 45–58. <https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/mangabdi/article/view/13263>
- Yusuf, N., & Rahman, H. (2023). Misinformation and the Muslim Youth: Challenges of the Digital Era. *Media and Society Review*, 9(2), 73–86.
- Zhang, X. (2024). The effects of interactive requests on the quantity and quality of survey responses: An international methodological experiment. *British Journal of Political Science*. <https://doi.org/10.1017/S0007123424000747>