

## The Role Of Christian Religious Education In Overcoming Tiktok Addiction In Junior High Schools

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### Abstract

This study aims to examine the influence of Christian Religious Education in overcoming TikTok addiction at SMP Negeri 1 STM HUU. This study used a descriptive quantitative method, with data collection techniques through observation, interviews, and documentation. The subjects were Christian Religious Education teachers and students in grade VII-A who actively used TikTok. The results of this study indicate that Christian Religious Education Plays a role in overcoming TikTok addiction through teaching faith values, character building, and spiritual strengthening. Christian Religious Education teachers provide guidance through Bible teaching and practical advice to help students develop self-control, manage their time, and focus on positive activities. Christian Religious Education plays a crucial role in helping students reduce TikTok addiction by instilling spiritual values, fostering discipline, and guiding students toward responsible technology use.

**Keywords :** Christian Religious Education, TikTok addiction

### INTRODUCTION

The development of information technology in today's digital era demonstrates rapid dynamics, marked by widespread internet penetration and massive adoption of technological devices, especially among the younger generation. This phenomenon has sparked a paradigm shift in various aspects of life, including education (Dedy, 2024). One manifestation of this change is the increasing intensity of social media use, with TikTok being one of the most dominant platforms among teenagers (Syalam Hendky Hasugian, 2021).

TikTok, as a short video-based application that relies on a content personalization algorithm, has become a medium that not only provides entertainment but also shapes social interaction patterns, identity construction, and even student learning styles. From a developmental psychology perspective, adolescence is a crucial stage in character and identity formation. Intense exposure to hedonistic and instant digital content, such as that commonly found on TikTok, can influence the formation of individual values, norms, and attitudes. Theoretically, excessive social media use without internal (self-regulation) or external (parental or teacher supervision) control has the potential to lead to addictive symptoms. According to the Uses and Gratifications theory, individuals use media to fulfill specific needs, such as entertainment, information, or social interaction. However, when

media use transforms from a need to an addiction, it no longer functions as a tool but as a source of distraction (Taofik & Wangid, 2022).. In an educational context, this can disrupt learning concentration, reduce intrinsic motivation, and trigger a decline in academic achievement (Tafonao, Gulo, Situmeang, & Ditakristi, 2022).

Beyond cognitive aspects, uncontrolled TikTok use also impacts students' affective and moral development. Character traits such as discipline, responsibility, and empathy can be eroded if students spend more time consuming sensational or less educational content. In fact, viral content that emphasizes challenges or trends that are inconsistent with educational values can become behavioral models that are imitated without critical reflection (Widodo & Karnawati, 2019). Within the framework of Social Learning theory, individuals tend to learn through observation and imitation of behavioral models they see, especially from figures they consider attractive or influential (Simatupang, Simatupang, Th, Napitupulu, & PAK, 2020).

This phenomenon also occurred at SMP Negeri 1 STM H uu, where several students began to show signs of TikTok addiction, such as difficulty concentrating in class, learning to imitate the free lifestyles found in TikTok content, and even neglecting moral values. It is in this context that Religious Education (PAK) is expected to play a crucial role in developing holistic character (Silaban & Naibaho, 2023).

The effects of TikTok addiction are clearly felt in the school environment. Teachers complain of decreased student focus, weak discipline, and a lack of active participation in spiritual activities and character building. Furthermore, the content they consume on TikTok often depicts lifestyles, language, and behavior that do not reflect ethical and Christian values, thus influencing students' mindsets and attitudes. This phenomenon indicates that TikTok addiction has become a widespread problem among students, particularly at SMP Negeri 1 STM Huu. Therefore, this study was conducted to determine the role of Christian Religious Education in addressing the challenge of TikTok addiction at SMP Negeri 1 STM Huu in a contextual and relevant manner.

To specifically determine the TikTok content that appeals to students at SMP Negeri 1 STM H UU, data from field observations, direct interviews, and student surveys are needed. However, based on general trends among junior high school students, here are some of the most popular content:

1. Entertainment and Humor Content, such as funny videos and light pranks.
2. Music and dance challenge content, such as the Vira dance challenge.
3. Lifestyle and appearance, such as teenage skincare tips.
4. Everyday life, like short vlogs about activities.

Christian Religious Education aims to shape students into individuals who understand God, possess faith, love, and self-control. Christian Religious Education (PAK) is not just about religious knowledge, but also about developing students' morals and spirituality so they can face the challenges of the times, such as the negative influence of social media (Sagala, 2023).

## **METHOD**

This study uses a qualitative approach with a descriptive type to gain an in-depth understanding of the role of Christian Religious Education in shaping the character and academic achievement of students who are addicted to TikTok. The descriptive approach was chosen because it is able to explore complex phenomena in a natural context without variable manipulation, so it can reveal the meaning and subjective experiences of students

in their entirety and is the right methodological choice because it is able to reveal the complexity of the phenomenon, providing an in-depth understanding of the effectiveness of Christian Religious Education in facing the challenges of social media addiction in the specific context of students at SMP Negeri 1 STM Hulu. (Benyamin & Gratia, 2020) qualitative research allows researchers as the main instrument to dig up in-depth data through interviews, observations, and documentation (Sianipar, 2017). In the context of this study, this approach allows for an in-depth exploration of how Christian Religious values are internalized and interact with students' digital behavior, as well as their impact on character formation and academic achievement.

The research was conducted at SMP Negeri 1, STM Hulu sub-district, Deli Serdang Regency, North Sumatra Province, during the 2025/2026 academic year. This location was chosen based on the observation that many students at this school exhibited a tendency toward excessive social media use, particularly TikTok, which impacted their character and academic achievement (Widjaja, 2019). In qualitative research, the terms subject and object of research are known ((Napitupulu, Ariawan, Malau, Pasaribu, & Malau, 2024).

- a. The research subjects were students of SMP Negeri 1 STM Hulu who were addicted to TikTok social media, selected by purposive sampling with the criteria of using TikTok for at least 3 hours/day, experiencing a decline in academic achievement, and willing to participate with parental permission.
- b. Phenomenon a studied in this research is the role of Christian Religious Education in responding to TikTok social media addiction, as well as its impact on character formation and student learning achievement.

According to Kuswadi and E. Mutiara (Tata Sutabri, 2014), a data source is a fact obtained from an observation that organizes information. Based on its source, it is divided into two, namely primary data and secondary data:

- a. Primary data was obtained directly from in-depth interviews with 10-15 eighth grade students of SMP Negeri 1 STM Hulu who were identified as having TikTok social media addiction, structured interviews with 1 PAK teacher who teaches at the school and observations of student learning and behavior at school.
- b. Secondary data was obtained from school documents which included data on student disciplinary grades and absences, guidance and counseling reports from guidance and counseling teachers regarding student behavioral problems based on relevant literature, and the results of previous research which discussed the role of religious education in the formation of student character.

Data collection techniques are the primary step in research because the primary goal of research is to obtain data. Data collection can be conducted in various settings, from various sources, and in various ways (Sugiyono, 2013).

Analysis in qualitative research is carried out in two stages:

Pre-field analysis begins with an analysis of preliminary study data to determine the research focus, develop data collection instruments, identify key informants and prepare a conceptual framework as a research guide (Natali & Pujiono, 2022).

Qualitative research requires examination techniques to reveal the truth of an object. To ensure data validity, triangulation is performed. According to Moleong (in Adolph, 2016), triangulation is a technique for testing data validity by comparing the data obtained with sources, methods, and theories (Ambarita & Yuniati, 2021). There are four types of triangulation: source triangulation, researcher triangulation, method triangulation, and theory triangulation.

## **RESULTS AND DISCUSSION**

This chapter presents the research results and discussions obtained through the data collection process. The presentation is conducted by outlining the findings derived from interviews, field observations, and documentation. The data obtained is not only presented descriptively but also analyzed in depth to identify the relevance of the research focus.

The discussion in this chapter is based on factual findings from informants directly related to the research object . The analysis was conducted by integrating primary and secondary data to obtain a comprehensive interpretation. Furthermore, the discussion is complemented by discussions highlighting both theoretical and practical aspects, thus systematically addressing the research questions (Malimbe, Waani, & Suwu, 2021).

Specifically , the results of this research and discussion present the findings from observation activities and interview activities carried out during August 14, 2025 - August 19, 2025. The presentation of the findings was carried out systematically, starting from the presentation of original data to in-depth analysis, so that the researcher's thought process in explaining the relationship between the data and the research objectives is well understood. Thus, this chapter does not only present data, but also provides in-depth meaning to the phenomenon being studied, especially those related to the Role of Christian Religious Education in Overcoming TikTok Addiction at SMP Negeri 1 STM HULU.

### **General Data Description**

#### **Research Site Overview**

research was conducted at SMP Negeri 1 STM HULU on junior high school students. This study involved one class VII A. SMP Negeri 1 STM HULU is a junior high school located in Ranggitgit, Sinembah Tj. Muda Hulu District, Deli Serdang Regency, North Sumatra. This public junior high school was established in 1985. SMP Negeri 1 STM HULU has been accredited B using the Merdeka curriculum for all grade levels (VII, VIII, IX). SMP Negeri 1 STM HULU is located in a densely populated area and adjacent to a main road, but teaching and learning activities remain orderly and calm because there is a high wall as a barrier. The school has a clean, green and comfortable environment equipped with shady trees and neat and clean gardens. (Zakira, 2024). Learning facilities include 11 classrooms, a laboratory room, a field for sports activities, a library and an ideal UKS room for student health services (Wellman & Germic, 2024).

principal is Teman Kami Limbeng S.Pd. The total number of students is approximately 295 students divided into 3 classes for grade VII, 3 classes for VIII, 3 classes for IX. This research lasted for 6 days starting from August 14, 2025 – August 19, 2025 with data collection carried out through observation, interviews, and documentation during the learning process.

The researcher used a descriptive qualitative method with data collection carried out through observation, interviews, and documentation during the learning process to find out more deeply and more clearly regarding the data collected for later analysis focusing on the role of Christian Religious Education in overcoming TikTok addiction at SMP Negeri 1 STM HULU.

#### **Research Interview Results: Christian Religious Education Teachers**

In the interview stage with the Christian Religious Education Teacher, it was held on August 19, 2025 in the classroom of SMP Negeri 1 STM HULU. Before conducting the interview, the researcher approached the students by giving an opening greeting, asking about the informant's condition, and asking questions that the researcher had prepared beforehand. At the end of the interview, the researcher closed with a closing greeting and expressed his gratitude to the informant. The interview questions were directed to the Christian Religious Education Teacher and class VII-A students.

### **Student Research Interview Results**

The interview concluded that Chaterine Yohana Barus understands TikTok as an entertainment medium that has both positive and negative impacts on students' daily lives. She uses TikTok regularly, spending around 1-2 hours per day, demonstrating a normal habit, although she finds it difficult to quit due to addiction.

Furthermore, Catherine uses TikTok for positive things, such as searching for religious songs, demonstrating her ability to use social media for religious learning and activities. After receiving Christian Religious Education (PAK) lessons, she tried to reduce her TikTok use by doing homework and realizing the importance of limiting her time and choosing appropriate content (Aubryla & Ratnawati, 2023).

Catherine has become aware of the need to reduce and distance herself from social media to prevent addiction. This demonstrates that she is starting to develop good habits and responsible social media use, as well as recognizing the positive and negative impacts of TikTok (Marlina & Hakim, 2025).

Interviews with Chika revealed that she understands TikTok's engaging and diverse content, both for entertainment and learning. She uses TikTok 2-3 hours per day and tries to reduce her screen time by managing her schedule and focusing on homework. She demonstrates a conscious effort to manage her social media use, though she finds it difficult to stop due to the engaging content.

Chika also uses TikTok to search for study or Bible content, showing positive uses besides entertainment. To prevent addiction, she develops good habits at home, such as studying and doing homework, and emphasizes the importance of choosing content that is useful and educational (Pebrimireni & Fauziya, 2024).

Based on teacher observations, almost all students at the school use TikTok, making social media a common practice among students. TikTok has positive impacts such as easy access to useful content, such as religious videos and practical learning, as well as negative impacts such as lack of focus on learning and often forgetting to do assignments. Teachers play an active role in providing advice and guidance to students about the dangers of TikTok addiction, as well as encouraging self-control in its use. Students' response to this guidance has been positive, as evidenced by their efforts to reduce their time playing TikTok, especially at school, although parental supervision at home still requires the role of parents.

Overall, teachers hope students will be able to control themselves and use TikTok positively. Christian Religious Education learning serves not only as academic material but also as an educational strategy to foster wise social media use, enabling students to use TikTok as a beneficial tool without harming themselves.

Furthermore, based on interviews with nine students, they understood TikTok as a medium with engaging content, primarily for entertainment, but some also utilized it for learning and spiritual activities. Daily usage ranged from less than an hour to 2-3 hours, with some students demonstrating good self-control, while others, like Catherine and Aldi,

found it difficult to stop watching due to the engaging content, indicating potential addiction (Wimalasari, 2024).

Students also strive to control themselves after Christian Religious Education (PAK) lessons, using strategies such as time management, avoiding apps, focusing on studying and completing assignments, interacting with friends, playing games, gardening, and increasing spiritual activities. Beyond entertainment, TikTok is used for positive activities, such as searching for educational content, spiritual songs, and Bible verses, demonstrating their awareness of using social media wisely, balancing entertainment, education, and positive activities.

## **2. Analysis of Research Results Based on Theory and Methodology**

Based on interviews with teachers and students, it can be concluded that TikTok usage among junior high school students is very high and has become part of their daily lives. While TikTok has positive impacts in the form of easy access to useful content such as religious videos and practical learning, it also has negative impacts, including decreased focus and negligence in completing assignments. Christian Religious Education teachers play an active role in providing advice and guidance so that students are aware of the dangers of TikTok addiction and learn self-control. Students' responses to this guidance have generally been positive, although self-control at home still relies heavily on the role of parents (Yupi & Heryadi Putri, 2023).

Based on the theory in Chapter II, TikTok is understood as a digital platform with two impacts: positive and negative. TikTok can be used for entertainment, learning, and even strengthening faith through spiritual content, but it has the potential to cause addiction, reduce concentration in learning, and affect student discipline. Uses and Gratification Theory asserts that students use TikTok to fulfill their needs for entertainment, information, and social interaction. Social learning theory (Bandura) explains that student behavior can be formed through the process of imitation (modeling) of the content they see on TikTok, both positive and negative. Meanwhile, Cognitive Load Theory suggests that excessive exposure to TikTok content can overload working memory, thus disrupting learning focus.

From a Christian Religious Education perspective, social media should be viewed as a tool to be used wisely. Christian Religious Education (PAK) serves to instill the values of faith, self-control, and discipline, enabling students to manage their time, select beneficial content, and avoid addiction. Thus, these theories serve as an analytical foundation for understanding the phenomenon of TikTok use among students and demonstrate the crucial role of PAK in fostering wise social media use.

Based on research findings from interviews with Christian Religious Education teachers, it was found that almost all students at the school actively use TikTok, which poses a risk of addiction. Teachers play a role in providing advice on the dangers of excessive use and encouraging students to use it more wisely. TikTok itself is seen as having a dual impact: positive in providing access to useful content such as religious and educational videos, but also negative in that it makes students less focused on learning and often forgets to do their homework. Christian Religious Education learning is considered to help students reduce the time spent playing TikTok at school, although control at home still requires parental involvement. Teachers also admitted that they have not yet given specific assignments to limit TikTok use at home, but hope that students will be able to consciously control themselves and use social media positively to support spiritual development, education, and discipline (Amelia & Ma'arif, 2022).

Meanwhile, research findings with students show that TikTok usage among students of SMP Negeri 1 STM HULU varies between less than 2-3 hours per day, some students like Catherine and Aldi find it difficult to stop watching while others like Mestika and Mahdalena are able to control themselves by limiting usage time. In addition to entertainment, students also use TikTok for positive things such as searching for religious songs (Asyari & Mirannisa, 2022). After receiving PAK lessons, students demonstrated self-control efforts through various methods such as managing time, avoiding applications, focusing on studying and doing homework. These findings show differences in the level of control in TikTok use, but in general, students have an awareness to try to prevent addiction and use it more positively (Annisa, Dewi, & Nurhayati, 2023).

Based on the research methodology in Chapter III, data was obtained through interviews, observations, and documentation with teachers and nine students. Data were then reduced to emphasize important aspects such as duration of TikTok use, self-control efforts, and its positive and negative impacts (Bujuri, Sari, Handayani, & Saputra, 2023). The condensed data is presented in narrative form and summary tables to facilitate analysis. Furthermore, the research results were compared with theories on digital natives, self-control, and the role of Christian Religious Education, and validated through triangulation of sources from teachers and students (Azzahra & Chumaida, 2023). From the overall analysis, it was found that TikTok use among students is relatively high and predominantly for entertainment, although some use it for learning and spiritual activities. Some students have difficulty stopping due to the engaging content (Suryasuciramdhan, Mulyani, Fitrianingsih, & Alfayeed, 2024). However, most demonstrate an awareness of self-control through certain strategies, while teachers play an active role in providing advice and guidance so that students use social media more wisely.

## CONCLUSION

Based on the results of research conducted on the Role of Christian Religious Education in Overcoming TikTok Addiction at SMP Negeri 1 STM HULU, several conclusions can be drawn as follows:

1. TikTok usage among students at SMP Negeri 1 STM Hulu is quite high, with an average daily usage time of 1-3 hours. Some students struggle to stop due to their fascination with the content, while others manage to control themselves well.
2. TikTok is used not only for entertainment but also for positive purposes, such as searching for educational materials, songs, spiritual content, and Bible verses. This demonstrates that social media can serve a dual purpose, serving both as a means of entertainment and as a source of knowledge and strengthening faith.
3. Education (PAK) lessons play an important role in helping students control themselves, as demonstrated by efforts to reduce TikTok playing time through strategies such as time management, avoiding the app, doing schoolwork, and engaging in other positive activities.
4. Teachers have a strategic role in providing advice, direction, and guidance to help students use TikTok wisely. However, home control still requires the active role of parents to support their children.

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