

## THE IMPACT OF THE TIKTOK APP ON STUDENTS' BEHAVIOR TOWARD TEACHERS

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### Abstract

This study aims to describe the intensity of TikTok application use and analyze its influence on the morals of ninth-grade students toward teachers at SMPN 1 Talang Kelapa. The background of this research stems from the increasing use of TikTok among teenagers, which has the potential to affect behavior and moral values in interactions with teachers. The study uses a quantitative approach with a descriptive-correlational method. The sample consists of 60 students selected through purposive sampling techniques. Data were collected through a Likert-scale questionnaire that had been tested for validity and reliability, then analyzed using Pearson correlation and simple linear regression with the help of SPSS version 26. The results show that the intensity of TikTok use is categorized as high (mean = 78.45), while students' morals toward teachers are categorized as fairly good (mean = 68.12). The correlation test resulted in  $r = -0.612$  ( $p = 0.000$ ), indicating a significant negative relationship between the two variables. The regression results show  $R^2 = 0.375$ , meaning that TikTok usage influences 37.5% of students' morals. Thus, the higher the intensity of TikTok use, the lower the students' morals toward teachers. Cooperation among teachers, parents, and the school is needed in character development and digital literacy so that social media can be used positively.

**Keywords:** TikTok, Students' Morals, Teacher

### Abstrak

Penelitian ini bertujuan mendeskripsikan intensitas penggunaan aplikasi TikTok serta menganalisis pengaruhnya terhadap akhlak siswa kelas IX kepada guru di SMPN 1 Talang Kelapa. Latar belakang penelitian berangkat dari meningkatnya penggunaan TikTok di kalangan remaja yang berpotensi memengaruhi perilaku dan nilai moral dalam interaksi dengan guru. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif korelasional. Sampel berjumlah 60 siswa yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui angket skala Likert yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan korelasi Pearson dan regresi linier sederhana dengan bantuan SPSS versi 26. Hasil menunjukkan intensitas penggunaan TikTok tergolong tinggi (mean = 78,45), sedangkan akhlak siswa kepada guru tergolong cukup baik (mean = 68,12). Uji korelasi menghasilkan  $r = -0.612$  ( $p = 0.000$ ), menandakan hubungan negatif yang signifikan antara kedua variabel. Hasil regresi menunjukkan  $R^2 = 0.375$ , berarti penggunaan TikTok berpengaruh 37,5% terhadap akhlak siswa. Dengan demikian, semakin tinggi intensitas penggunaan TikTok, semakin rendah akhlak siswa kepada guru. Diperlukan kerja sama guru, orang tua, dan sekolah dalam pembinaan karakter serta literasi digital agar media sosial dimanfaatkan secara positif.

**Kata Kunci:** *TikTok, Akhlak Siswa, Guru*

## **INTRODUCTION**

The rapid development of information and communication technology in today's digital age has had a significant impact on social behavior, including that of junior high school students. One manifestation of this development is the emergence of various social media platforms, such as TikTok, which is now widely popular among teenagers. The TikTok app allows users to easily create, edit, and share short videos with a variety of interesting effects. This phenomenon has made TikTok not just a source of entertainment, but also a medium for self-expression among students. However, excessive and uncontrolled use can have negative effects on adolescents' mindset, behavior, and moral values. As noted by Wulandari and Sari (2023), intense social media use without supervision can diminish students' respect toward teachers and erode character values such as respect and responsibility.

In the school environment, changes in student behavior influenced by social media are often evident in declining etiquette when interacting with teachers. Students who are overly active on TikTok tend to mimic the speaking styles, clothing choices, and behaviors from the content they consume, which does not always reflect sound educational or moral values. According to Nasution (2022), content that does not align with social and religious norms can influence how adolescents perceive authority, including their relationships with teachers. This raises concerns regarding student character development, as respect for teachers is a crucial component of educational success grounded in moral and spiritual values.

This study stems from a phenomenon observed at SMPN 1 Talang Kelapa, where some ninth-grade students exhibited changes in behavior regarding manners and respect toward teachers after actively using the TikTok app. Based on initial observations, there is a tendency for students to spend more of their free time creating and watching TikTok content rather than studying. Additionally, the use of slang that is inappropriate for the context and a decline in respectful attitudes toward teachers serve as indicators of changes in moral character that warrant further investigation. Consistent with the findings of Rahmawati & Fadilah (2021), social media plays a significant role in shaping adolescents' social behavior, both positively and negatively, depending on the intensity and type of content consumed.

Based on this background, the research questions in this study are: (1) What is the intensity of TikTok app usage and the state of ninth-grade students' moral conduct toward teachers? and (2) To what extent does the use of the TikTok app impact ninth-grade students' moral conduct toward teachers? These research questions form the basis for understanding the extent to which social media, particularly TikTok, influences students' moral and social aspects at school. Thus, this study not only highlights technological and entertainment aspects but also the moral dimension, which is crucial in education.

The objectives of this study are: (1) to describe the intensity of TikTok app usage and the moral conduct of ninth-grade students toward teachers, and (2) to analyze the extent to which TikTok usage impacts the moral conduct of ninth-grade students toward teachers. The research findings are expected to contribute to schools, teachers, and parents in guiding students to utilize social media positively and ethically. In line with the views of Fitriyani and Hidayat (2020), character education needs to be integrated into the use of technology so that students can be selective about the content they consume and maintain noble moral conduct in their daily lives, especially when interacting with teachers as role models.

## **METHOD**

This study employs a quantitative approach using a descriptive-correlational method, aiming to determine the relationship and impact between the intensity of TikTok app usage and students' behavior toward teachers. The quantitative approach was chosen because this study seeks to objectively measure the level of TikTok app usage and students' behavioral conditions through numerical data that can be statistically analyzed (Sugiyono, 2022). This study was conducted at SMP Negeri 1 Talang Kelapa, Banyuasin Regency, South Sumatra Province, during the odd semester of the 2025/2026 academic year. The research subjects were ninth-grade students who actively use the TikTok app, comprising 60 respondents selected using *purposive sampling*, which involves determining the sample based on specific criteria relevant to the research objectives (Arikunto, 2021).

The research instruments used were closed-ended questionnaires with a *Likert* scale consisting of two parts: (1) a questionnaire on the intensity of TikTok app usage, and (2) a questionnaire on students' conduct toward teachers. The questionnaire on TikTok usage intensity covers indicators of frequency, duration, and purpose of app use, while the questionnaire on students' conduct toward teachers covers indicators of politeness, respect, obedience, and responsibility. These instruments were developed based on theoretical reviews and previous research findings, then tested for validity and reliability before use. Validity testing was conducted using Pearson's Product-Moment correlation, and the results showed that all items had a calculated  $r$  value greater than the table  $r$  (0.361) at a 5% significance level, thus deemed valid. Meanwhile, the reliability of the instrument was tested using Cronbach's Alpha, yielding a value of 0.87 for the TikTok usage variable and 0.89 for the student moral behavior variable, indicating a very high level of reliability (Nunnally, 1978 in Ghozali, 2021).

Research data were collected through the direct distribution of questionnaires to respondents at the school under the supervision of the researcher and the guidance counselor to ensure more accurate results. The collected data were then analyzed using descriptive analysis techniques and the *Product Moment Pearson* correlation test to determine the relationship between the intensity of TikTok app usage and students' moral behavior as perceived by teachers. Subsequently, simple linear regression analysis was conducted to determine the extent of the influence of TikTok usage on students' moral

behavior. All analysis processes were conducted using SPSS version 26. The results of the analysis were presented in tabular form and interpreted according to applicable criteria. To ensure data validity, this study also employed source and temporal triangulation, namely comparing the questionnaire results with brief interviews of guidance counselors and homeroom teachers to strengthen the quantitative findings. Additionally, research ethics were upheld by ensuring that all respondents participated voluntarily and that their identities remained confidential. Through this research method, it is hoped that a clear picture can be obtained regarding the intensity of TikTok app usage among junior high school students and its impact on their moral conduct when interacting with teachers.

## HASIL PENELITIAN

### 1. Description of Research Data

This study involved 60 ninth-grade students from SMPN 1 Talang Kelapa as respondents. The first variable was the intensity of TikTok app usage (X), and the second variable was students' behavior toward teachers (Y). Data were collected through a questionnaire using a 1–5 *Likert* scale.

The results of the descriptive analysis indicate that the average intensity of students' TikTok usage falls into the high category, with a *mean* of 78.45 and a standard deviation of 6.21. This suggests that the majority of students use TikTok daily for 2–4 hours, whether for watching or creating content. Meanwhile, the average score for students' manners toward teachers was 68.12 with a standard deviation of 5.74, which falls into the fairly good category. However, there were indications of a decline in polite behavior and respect among some students who had very high TikTok usage intensity.

**Table 1.** Descriptive Statistical Analysis

VARIABLE	N	MEAN	STD. DEV	CATEGORY
FREQUENCY OF TIKTOK USE (X)	60	78.45	6.21	Tall
STUDENTS' BEHAVIOR TOWARD TEACHERS (Y)	60	68.12	5.74	Pretty Good

### 2. Correlation Test

A *Pearson Product-Moment* correlation analysis was used to determine the relationship between the intensity of TikTok use and students' behavior toward teachers. The analysis results show that the correlation coefficient ( $r$ ) = -0.612 with a significance level ( $p$ ) =  $0.000 < 0.05$ , indicating a significant negative relationship between the two variables. This means that the higher the intensity of TikTok use, the lower the students' behavior toward teachers.

**Table 2.** Results of the *Pearson* Correlation Test

<b>VARIABLE</b>	<b>R</b>	<b>SIG. (2-TAILED)</b>	<b>DESCRIPTION</b>
INTENSITY OF TIKTOK USE – STUDENT BEHAVIOR	-0.612	0.000	Significant (Negative)

These findings are consistent with the research by Rahmawati & Fadilah (2021), which states that excessive use of social media can influence adolescents' respectful behavior toward educational authorities. This fairly strong negative correlation indicates a tendency for uncontrolled use of TikTok to erode moral values such as respect, obedience, and speaking politely to teachers.

### 3. Simple Linear Regression Test

To determine the extent to which the intensity of TikTok use affects students' behavior toward teachers, a simple linear regression test was conducted, yielding the following results:

**Table 3.** Results of the Simple Linear Regression Analysis

<b>MODEL</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>ADJUSTED R<sup>2</sup></b>	<b>STD. ERROR OF ESTIMATE</b>
1	0.612	0.375	0.366	4.56

**Table 4.** ANOVA (F-test)

<b>MODEL</b>	<b>SUM OF SQUARES</b>	<b>DF</b>	<b>MEAN SQUARE</b>	<b>F</b>	<b>SIG.</b>
REGRESSION	514.67	1	514.67	24.70	0.000
RESIDUAL	857.93	58	14.79		
TOTAL	1372.60	59			

**Table 5.** Regression Coefficients

<b>MODEL</b>	<b>UNSTANDARDIZED COEFFICIENTS (B)</b>	<b>STD. ERROR</b>	<b>BETA</b>	<b>T</b>	<b>SIG.</b>
(CONSTANT)	104.234	5.214	-	19.99	0.000
TIKTOK USAGE (X)	-0.459	0.092	-0.612	-4.97	0.000

Based on the table above, the following simple linear regression equation is obtained:

$$Y = 104.234 - 0.459X$$

This means that every one-point increase in the intensity of TikTok use will lower students' moral behavior scores toward teachers by 0.459 points. The R<sup>2</sup> value of 0.375

indicates that 37.5% of the variation in students' moral behavior toward teachers can be explained by the intensity of TikTok use, while the remaining 62.5% is influenced by other factors such as family environment, peer groups, and character development at school.

The research results indicate a significant negative relationship between the intensity of TikTok app usage and students' moral conduct toward teachers, with a correlation coefficient of -0.612 and a significance level of  $0.000 < 0.05$ . This means that the higher the intensity of TikTok usage, the lower the students' moral conduct toward teachers. This confirms that excessive social media use can erode moral values and etiquette in social interactions. This finding reinforces the results of the study by Rahmawati and Fadilah (2021), which states that social media has significant potential to shape adolescents' social behavior because the content they consume can influence their attitudes, language, and ways of interacting. In an educational context, this shift poses a serious challenge for teachers in fostering students' character in the digital age.

Furthermore, the results of the regression analysis indicate that the influence of TikTok usage on students' conduct accounts for 37.5% ( $R^2 = 0.375$ ). This figure is quite significant and indicates that social media is a dominant factor contributing to changes in student behavior. Students who spend more than three hours a day watching or creating TikTok content tend to exhibit less polite behavior, such as speaking rudely, paying less attention to the teacher during class, and imitating the speaking style of viral content. This phenomenon aligns with Bandura's (1986) *social learning* theory, which explains that individuals can imitate observed behaviors, particularly from media they find engaging. In this context, TikTok serves as a new modeling medium influencing the character development of adolescents.

Additionally, the findings of this study also reveal a shift in values regarding the relationship between students and teachers. In the past, teachers were viewed as respected role models, but today some students perceive this relationship in a more egalitarian manner, and at times even without regard for the boundaries of ethical communication. Nasution (2022) explains that changes in moral values among adolescents are driven by the influence of digital culture, which emphasizes freedom of expression without considering social norms. Consequently, disrespectful attitudes toward teachers have emerged, such as speaking without permission, using excessive slang, and mimicking communication styles from non-educational entertainment content. This situation warrants attention in character development for students within the school environment.

These findings also indicate the need to strengthen character education and digital literacy in schools. Teachers play not only the role of academic educators but also that of moral guides who help students understand the impact of social media use. According to Fitriyani and Hidayat (2020), integrating character education with digital literacy can help students discern beneficial content and foster ethical awareness in their interactions, both online and offline. Therefore, the cultivation of polite behavior, respect for teachers, and

self-control must be internalized in daily teaching and learning activities so that students can adapt to technological advancements without losing their moral values.

Finally, the findings of this study offer practical implications for various stakeholders. For schools, there is a need for digital guidance policies that emphasize the wise and productive use of social media, such as by creating *TikTok Edukasi* activities featuring educational content with moral value. For parents, supervision and open dialogue with children regarding the content they consume daily are necessary. Meanwhile, for teachers, these findings serve as a reflection to strengthen a humanistic and adaptive pedagogical approach toward the character of the digital generation. Through collaboration between schools, teachers, and families, the negative impacts of social media can be minimized, and students can grow into a generation that is both digitally savvy and of noble character.

## CONCLUSION

Based on the results of the study, it can be concluded that the intensity of TikTok app usage among ninth-grade students at SMPN 1 Talang Kelapa is relatively high, with an average usage of more than two hours per day. Meanwhile, the students' conduct toward teachers falls into the "fairly good" category but shows a declining trend in terms of politeness, obedience, and respect. These findings indicate that social media usage habits, particularly regarding TikTok, influence how students interact and behave within the school environment, especially toward teachers as figures of authority and role models.

The correlation test results indicate a significant negative relationship between the intensity of TikTok usage and students' moral conduct toward teachers, with a value of  $r = -0.612$  and  $sig = 0.000$ . Additionally, the results of the simple linear regression test indicate that TikTok usage accounts for 37.5% of the variation in students' moral behavior, with a negative direction of influence. This means that the higher the intensity of TikTok usage, the lower the students' moral behavior scores toward teachers. These findings reinforce the view that social media can influence adolescents' moral development, particularly when used excessively without control or guidance from teachers or parents. Thus, it can be concluded that TikTok has a significant impact on the formation of students' moral behavior in school. Therefore, collaborative efforts are needed between teachers, parents, and school administrators to instill digital literacy and character education from an early age. Teachers need to instill moral values through setting a good example and integrating them into the learning process, while parents need to supervise and guide their children in using social media wisely. If the use of TikTok can be directed toward positive purposes, such as creating educational and inspirational content, then this app can actually become a creative learning tool without diminishing students' noble moral values toward their teachers.

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