

TikTok as a Generation-Z Islamic Religious Learning Media During the Covid-19 Pandemic

Angelica Maylani Putri

Universitas Muhammadiyah Sidoarjo, Indonesia

Email: maylaniangelica@gmail.com

Anita Puji Astutik

Universitas Muhammadiyah Sidoarjo, Indonesia

Email: anitapujiastutik@umsida.ac.id

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Abstract

Islamic religious education (PAI) is very much needed for the moral and religious development of Generation Z. Today's teenagers prefer to spend their time playing gadgets rather than listening to lectures in a place of worship. So that many content creators innovate to attract the interest of Generation Z by conveying Islamic religious knowledge online through social media. One of the social media that attracts Generation-Z's interest is the TikTok application. This study aims to determine the use of the features of the TikTok application in creating a method of delivering PAI material to Generation-Z during the covid-19 pandemic. The PAI material presented included fiqh, moral creed, Al-Qur'an Hadith, and the history of Islamic culture. This study uses a qualitative approach with virtual ethnographic methods. Data is obtained by researchers through the process of observation and documentation. The data analysis used includes the stages of data reduction, data display, and concluding. The results of the study show that: 1) The use of the TikTok social network as a medium for delivering PAI teaching materials is considered quite effective and brings a lot of new things in the form of experiences, innovations, knowledge, and methods that are different from before. 2) The most interesting and interesting features and methods for Generation Z in learning PAI on the TikTok social network are the feature "Add Text & Add Sound" and the method "Impersonate or Role Play".

Keywords: Features, Methods, Islamic Religious Education, TikTok

Abstrak

Pendidikan Agama Islam sangat dibutuhkan untuk perkembangan moral dan religiusitas para Generasi-Z. Remaja zaman sekarang lebih memilih menghabiskan waktunya untuk bermain gadget daripada mendengarkan ceramah di sebuah tempat ibadah. Sehingga banyak konten kreator yang berinovasi untuk menarik minat para Generasi Z dengan menyampaikan ilmu agama Islam secara online melalui media sosial. Salah satu media sosial yang menarik minat Generasi-Z adalah aplikasi TikTok. Penelitian ini bertujuan untuk mengetahui pemanfaatan fitur-fitur dari aplikasi TikTok dalam menciptakan



metode penyampaian materi PAI kepada Generasi-Z di masa pandemi covid-19. Materi PAI yang disampaikan yaitu mencakup ilmu fikih, akidah akhlak, Al-Qur'an Hadits, serta sejarah kebudayaan islam. Penelitian ini menggunakan pendekatan kualitatif dengan metode etnografi virtual. Data didapatkan oleh peneliti melalui proses observasi dan dokumentasi. Analisis data yang digunakan meliputi tahapan reduksi data, display data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Pemanfaatan jejaring sosial TikTok sebagai media untuk penyampaian materi ajaran PAI dianggap cukup efektif dan membawa banyak hal-hal baru berupa pengalaman, inovasi, ilmu, dan metode yang berbeda dari sebelumnya. 2) Fitur dan metode yang paling menarik dan diminati oleh para Generasi-Z dalam belajar PAI di jejaring sosial TikTok adalah fitur "Add Text & Add Sound" dan metode "Impersonate atau Bermain Peran".

Kata kunci: Fitur, Metode, Pendidikan Agama Islam, TikTok

Introduction

During the COVID-19 pandemic, the Ministry of Education and Culture required all students and students in Indonesia to carry out online learning or commonly known as online learning. Online learning that is carried out between students and teachers is carried out remotely without meeting face to face. This gives a high possibility that students and students at home will be very dependent on the so-called "gadget". Gadgets play an important role in the implementation of a learning process, especially in studying Islamic Religious Education materials during this pandemic. From these objects, PAI materials can be accessed from any source. Starting from google classroom, e-learning, Schoology, and many more. However, the high dependence on these gadgets makes students and students always access social media when outside the teaching and learning process. One of the social media that has caught the attention of the current generation is the "TikTok" application (Zazin & Zaim, 2019).

The TikTok social network plays an important role as a foundation in the spread of Islamic teachings during the COVID-19 pandemic. The spread of Islamic Religious Education teachings in the TikTok application produces a generation that is faithful, devoted, has a noble character, has morals, ethics, and character to face challenges in the form of obstacles or changes in the scope of society (Durachman, 2021). The TikTok application makes it easier for Generation Z to access the knowledge of Islamic Religious Education, which is wider, diverse, and more numerous. Users can interact with one another to get information, insight, motivation, and advice within the scope of Islamic teachings. By spreading the teachings of Islam through the TikTok social network, increasing one's religiousness in carrying out worship, having targets to be achieved for self-change for the

better, and gaining knowledge for time management in internet use and worship (F. Ramadhan, 2018).

In general, the knowledge of Islamic Religious Education can be obtained and given through Islamic Religious Learning which is carried out at the nearest mosque called "*Majlis Taklim*". But not many of today's youth want to take the time even if it is only for an hour to learn Islamic teachings taught by a teacher in a mosque. The current generation prefers to spend hours playing with gadgets. Especially during this pandemic which requires everyone to stay at home for a while. So that many *Majlis Taklim* have the idea to conduct studies and deliver their material online through social media (Hajar, 2018). Therefore, the creators of da'wah from the *Ustadz/ Ustadzah* use this TikTok application as a learning medium for Islamic Religious Education that is creative, innovative, modern, and still based on the Qur'an and as-Sunnah, where the creators present a short video with a maximum duration of 3 minutes. It makes the viewer will not get bored quickly because of the short duration given. Precisely the viewer will be more responsive in understanding the material that has been given from the explanation in the video.

Based on research through online observations on several content accounts of da'wah creators on the TikTok application, there are various methods applied in delivering Islamic Religious Education materials by utilizing the features that are already available. This method of delivering material is very much needed because it will affect students' understanding of the affective aspect (attitude), the cognitive aspect (knowledge), and the psychomotor aspect (skills) (Utomo, 2018). The method used is designed to be as attractive as possible to adapt the concept of content that is of interest to the current generation (Moerni, 2021). Islamic Religious material presented in the content on TikTok includes the teachings of Islamic Laws (*Fiqih*), the history of Islamic culture (*SKI*), moral creed (*Akhdah Akhlaq*), and the Qur'an and Hadith (*Qur'an Hadits*).

There are several research findings, one of which is in the journal "*TikTok Application as a Maharah Kalam Learning Media*" written by Miftachul Taubah explains that the TikTok application deserves to be used as an effective and interesting learning medium for students to learn Arabic or maharah kalam (speaking skills). Many features can be used to create interesting content, especially in improving Arabic speaking skills. Of the many existing features, the feature that attracts the most attention in its application is the "*Add Text*" and "*Duet*" features (M. Taubah, 2020). The use of social media, especially the TikTok application, can be a means of

learning new languages, as well as a source of information and knowledge (R. Ramadhan, 2020). An Islamic religious educator must be able to develop appropriate methods, strategies, and techniques in creating an environment that supports the learning process (Wahidin, 2018). Based on the findings of previous research, it can be concluded that the TikTok application has the potential to develop great power as a media tool in increasing the enthusiasm of generation Z to learn Islamic Religious Education (Ardiansyah, 2020).

Based on the explanation of the data above, this study aims to provide information that the social network "TikTok" can be used as an attractive, creative, innovative, and modern learning medium for Islamic Religious Education, and still adheres to the teachings of the Qur'an and Sunnah. Teaching Islamic Religious Education in this media will be packaged in a simple but meaningful way. Submission of material will be uploaded through videos that are made as attractive as possible by creating new unique methods and taking advantage of the features that are already available.

Research Method

Type of research

This study uses a qualitative research type. Qualitative research is research conducted to interpret a phenomenon or event through observation using various existing methods (Anggito & Setiawan, 2018). Qualitative research data is presented in the form of sentences, documents, and non-numerical statements. Qualitative research provides exposure and description through words clearly and in detail (Musfiqon, 2016).

Time and place of the research

The time of the research was carried out in five days, starting from April 17 to 21, 2021. This research was carried out virtually through the social networking application "TikTok" on the Indonesian Navy's Residential Mobile Phone, Sugihwaras Village, Candi District, Sidoarjo Regency. The researcher observed the content on video posts that had been created by several da'wah creators that were shared on the social networking site "TikTok".

Target/Research Subject

The subject determination technique used in this study was purposive sampling. Where the researcher chooses directly whom people deserve to be sampled in the study. The selection of informants used as a source of this

research is based on information obtained by researchers about the selected person (Musfiqon, 2016). The subjects selected in this study were the content creators of TikTok who met the parameters, where the post content was included in the category of Islamic preaching and had unique and interesting methods of delivering material. So that the information obtained meets the criteria of the problem research, namely the teachings of Islamic Religious Education can be obtained by generation-z from posts uploaded through the social network "TikTok". Based on these criteria, the parties used as research subjects are creators with account names: @syam_elmarusy, @basyasman00, @dinda_ibrahiim, @zunaira24290, @sanjuyoksa, @heyouw0, @umarbinwahid, @meri_hastuti, @anasamiii, @coklatzilverqueen, @syamil_irfnn, @zahidsamosir, @raihan.habib, @jihansalsabila44, @diowewww, @indahrama_, @wanabdulalfaris3, dan @sayesokky2.

Procedures

The data collection method used is a virtual ethnographic research method. The virtual ethnographic method is more focused on observing subjects and research objects on social media (Hakiki, 2016). There are several procedures performed in using the virtual ethnography method. The first step is identifying several people more actively. A number of these people will decide whether there is an opportunity for researchers to conduct a research study. People will ask whether the research will provide benefits for his life or the readers. Because a writer and researcher are considered as agents of change for the future life. The second step is the process of negotiating or bargaining on access. After obtaining permission, researchers can conduct research and their presence does not need to be acknowledged by the public. This permission is very important because it involves the basic principles of ethics in conducting research. To make contact and contact informants or resource persons, it can be done through existing social networks. For example, directly contacting via direct message Instagram, TikTok, or e-mail that is already available. The third step is the virtual observation process. This process is carried out by researchers by observing the content of the videos that have been uploaded and the responses of netizens in commenting on these posts. The fourth step, which is to return the results of the research to get a confirmation from the informant and ensure that what has been compiled by the author there are no negative and wrong criticisms or comments so that there is no need to rework (Achmad & Ida, 2018).

From the several steps above, the researcher decided to apply the virtual ethnography method on the social network "TikTok" by not examining the interaction between creators and connoisseurs of their work through interviews but only looking at the content through uploaded posts and various kinds of netizen responses in the comments column (Maemona & Pratiwi, 2020).

Data, Instrument, and techniques for collecting the data

The type of data used in this research is qualitative data. The qualitative data in this study was written in the form of words into sentences, then also included a picture and a table (Arikunto, Suhardjono, & Supardi, 2015). Sources of data in this study using primary and secondary data. The primary data source contains information about unique methods by utilizing existing features and then it used to teach the Islamic Religious Education to Generation-Z in the TikTok application. Second, secondary data sources contains information and theories that are obtained not directly from the primary source but taken from various other sources such as books, web, articles, scientific journals, and other data that are valid and follow research objectives and needs (Fachrudin, 2013).

The data collection technique used in this research are observation and documentation techniques. So, the data collection instrument needed in conducting the research also uses observation and documentation guidelines. In the observation technique, the researcher makes an observation, and then what phenomena he observes and investigates is recorded systematically (Harjum, 2018). Using observation guidelines, the researcher arranged guidelines that the focus of the study to obtain data from the formulation of the problem to be studied, starting from the topic, resource persons/informants, time, activities, and research objectives. The topic chosen is about the use of features in the "TikTok" application in creating a method of spreading Islamic teachings to Generation-Z. The selected target informants are creators whose posts fall into the category of *da'wah* content for Islamic Religious Education. The time of research was carried out in approximately five days, starting from April 17 to 21, 2021. The activity was carried out by observing and researching the content of the posts that had been uploaded and various kinds of netizen responses in the comment's column. And the purpose of this research is to find out the features used in the "TikTok" application in creating new methods that can be used as learning media for Islamic Religious Education for generation-z during the covid-19 pandemic.

In the documentation technique used, the researcher collected data in the form of digital images from the video posts of the informants. Using documentation guidelines, researchers use notebooks and cellphones to obtain information containing data of informants' identities, methods and features used by creators, conditions, and characteristics of creators in delivering material in content, and various screenshots of images from creators' posts (Hermawan, 2019).

Techniques for data analysis

Data analysis is an activity to regularly organize records of data collection results from the observation process to increase understanding of the case being studied and then present it to readers (Rijali, 2019). The analysis technique in this study goes through the stages of the data reduction process, then displays the data to conclude (Sadikin & Hamidah, 2020). At the data reduction stage, it is done by summarizing and selecting the data that has been obtained and then entering the data into which category, focus, and problem (Syaefudin, 2020). For example, the content Islamic Religious Education on the TikTok *da'wah* creator account @diowewww, where in one of his posts, the creator delivered material using the impersonate method by playing a role which told about Khalid bin Walid's victory in every wars. So, the impersonate method by playing a role is included in the category of the method which is very interesting to explain the Islamic Religious Education. So that the audience quickly catches the intent and content of the material presented.

Second, the process of displaying data stages. This stage is used to make it easier for researchers to see from the whole or part of the picture of a study. In the process of presenting the data, there are limitations that are given, namely a collection of information that has been systematically arranged which gives the possibility to draw further conclusions and take actions. In this study, the data that have been summarized and selected at the data reduction stage are presented in the form of descriptions, tables, diagrams, and others (Syafina & Pujiastuti, 2015). Then the last stage is concluding the form of interpretation activities. Interpretation activities are carried out by giving an impression or opinion on the meaning of the data that has been presented.

Results and Discussion

TikTok Application

The TikTok application is a Chinese social networking platform founded by Zhang Yiming in early September 2016. This application can be used by anyone to access short videos accompanied by appropriate music (Aji, 2018). This application is accessed by more than 100 million downloaders worldwide in 2021. The many features and fresh new content make this application interesting and in demand by everyone. Users of the TikTok application in Indonesia are age adrift, ranging from elementary school children, junior high and high school teenagers, students, to parents. However, most of its current users are young people aged 10 to 25 years or commonly referred to as Generation-Z.

Initially, from 2016 to 2018, the TikTok application was considered a bad influence on young people in Indonesia. Because at first this application was only used by the younger generation as a place to show the dances that were inappropriate for the public to see. The amount of inappropriate content in the form of harassment against religion and pornography makes this application deserve to be banned for a while. One of the booming and viral incidents at that time was a TikTok creator named Bowo who held a meet and greet event by setting a fairly high fee of 80 thousand per person. This creates anxiety for parents because most of the users of this application are children to teenagers. Due to the many complaints and reports that came in from young people and parents, in the end, this application was blocked by the Indonesian Ministry of Communication and Information on July 3, 2018 (Harahap, 2019).

The Ministry of Communication and Information Technology continues to monitor criticism and suggestions for this application to avoid the appearance of negative content again. Until finally in 2019 until now, TikTok emerged by rejecting the notion that this application had a detrimental impact on its users. The TikTok application is back with new, more interesting features so that creators are more enthusiastic in creating various kinds of content that are fresher so that they are entertaining and of course useful for others (Aji & Setiyadi, 2020). Starting from the features of cutting and merging videos, adding effects and filters, adding text, adjusting the size of the audio volume, and much more (Hikmawati & Farida, 2021). Not only contains self-expression in dancing, but also there is educational content about human and animal health, education, cooking recipes, graphic design, video editing tutorials, and most importantly the

delivery of Islamic religious teachings. It has attracted the interest of Generation Z to process this application into an innovative and creative learning medium for Islamic Religious Education.

TikTok is a Learning Media for Generation Z Islamic Religious Education during the Covid-19 Pandemic

Media is a tool or means containing content aimed at viewers, listeners, readers, or nowadays called netizens (citizens of the internet) for the sake of getting a message from one source to another using digital technology (Pakpahan et al., 2020). Digital technology that cannot be separated from the life of today's generation is mobile phones. Through mobile phones, one can get information and even knowledge that is up to date and certainly not out of date. However, digital means in the form of mobile phones can bring and have a positive or negative impact on each person's personal life. One of the positive impacts of using mobile phones is that they can be used as a medium for learning Islamic Religious Education for students. This mobile phone media is an audio-visual learning medium, where users, especially students and college students, can access learning through voice notes, pictures, and videos (Satrianawati, 2018).

In using mobile phones, each person needs a variety of applications to get information and communicate (Yani & Siwi, 2020). The application that is needed for the life of the current generation is social media. Examples such as Whatsapp, Line, Instagram, Youtube, TikTok, and others. With the various social media that have been created, users can add and disseminate knowledge, information, and others that were not previously obtained in real life (Hajar, 2018). At first, social media was only used as a communication tool, but along with the times with various innovations created, this social network can be a medium or source of learning that is fun to use.

Many scholars today preach the teachings of Islamic Religious Education and are better known by the public through social media. One of them is *Ustadz* Syamsudin who broadcasts the teachings of Islamic Religious Education through the social network "TikTok". *Ustadz* Syam is one of the most celebrity clerics on Indonesian television screens. Every morning *Ustadz* Syam fills a study program on television on the Trans TV channel with the program title "Islam is beautiful". Unlike when on television, the presentation of *Ustadz* Syam's lectures on TikTok is more relaxed and cooler because it can adjust the interests of Generation-Z

towards the study of Islamic Religious Education. If the current generation is treated to Islamic teachings only through the lecture method, they will quickly get sleepy and bored, this is what makes Generation-Z skip videos that are related to the teachings of Islamic Religious Education (Sari, 2017).

Not only does it contain content about dance accompanied by beat music, but there is also a lot of useful content that is very diverse, starting from cooking, health education for humans and animals, education, comedy, point of view (POV), multimedia, Islamic Religious Education teachings, business, and various other content. This makes netizens very comfortable and enjoy scrolling FYP TikTok continuously for hours. FYP or "For Your Page" is the first page that appears containing recommended videos on the TikTok application. Usually, the videos that appear on the FYP page are following with the content themes that users often see (Sa'ad, Baharun, & Istifa, 2020).

Tabel 1. Basic Features in the TikTok Application

Features of the	Use of
Recording Video	Recording Record videos by showing faces and voices then uploading them to the TikTok Personal account
Add Sound	Find and add back sound as desired
Effect	Can be used by da'wah creators to play expressions when using the impersonate method
Filters	Give effects color so that the video does not look pale
Upload	Upload some videos then do the editing process in this application. In the form of adding sound, changing duration, cutting video, and adding effects, filters, stickers, and text.
Duet & Stitch	Collaborate with other TikTok app users
Live photo & Share as GIF	Save videos as moving images
Share	Share videos with other media, such as WhatsApp, message, Instagram, email, line, Facebook, and others.
Trending Hashtag	View trending content themes
Inbox	View notifications and send private messages

Judging from the interesting new features created by TikTok, there is a big opportunity to spread the teachings of Islamic Religious Education through this media. So great is the younger generation, teachers, preachers, and *Ustadz/Ustadzah* who have followed the flow of the times to meet the

needs of the community in the spiritual aspect that is packaged in a unique, innovative, and creative way by utilizing a fairly short duration of a maximum of 3 minutes. The preachers are competing to broadcast the teachings of Islam by creating new methods that are unique and have not existed before.

Features & Methods Used by TikTok *Da'wah* Creators in Spreading Islamic Religious Education Teachings

Features: "Effects: My Background"

The "*Effects: My Background*" feature is one of the features in the TikTok application that is used by *Content Creators* to convey material by including uploading the desired image. The image that has been selected will be used as a *background* and placed on the back from the position of the face to the body of a creator. One of the creators of TikTok *da'wah* who uses this feature is the @syam_elmarusy account. In one of his videos, *Ustadz* Syam uses this feature to display an image in the form of writing the verses of Surah al-Fatihah in the delivery of Al-Qur'an Hadith material with the topic "Errors in Reading Surah Al-Fatihah".

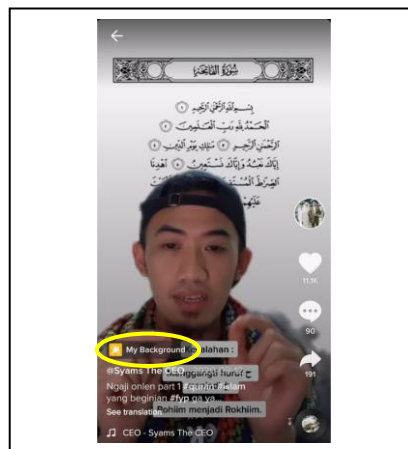


Figure 1. Image of the use of the feature "*Effects: My Background*" by *Ustadz* Syam

Features: "Duet"

The "*Duet*" feature is one of the features in the TikTok application that is used to combine two creator video posts into one video by displaying side by side. This feature is used by creators in delivering Al-Qur'an Hadith material to perform prayer duets and the Koran which are performed alternately and simultaneously accompanied by lyrics that use text with colorful backgrounds. For example, on the content of the @syam_elmarusy

account which uses the "duet" feature to sing the prayer "Allah Allah Aghisna Ya Rasulallah". It can be seen in the video that there are three different colors for writing text. In the text, blue is used for the first singer, purple for the second singer, yellow for singing together, and also as a closing.

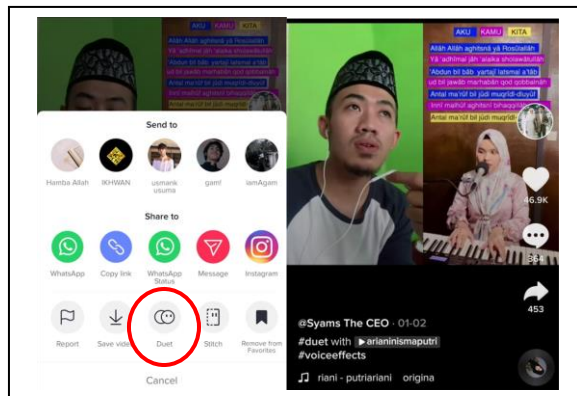


Figure 2. Image of the Utilization of the "Duet" Feature by *Ustadz Syam*

Features: "Stitch"

The feature "Stitch" is one of the features in the TikTok application that creators use to incorporate other creators' videos into the front of their video posts. The *stitched* video is a video that is going viral or content that is contradictory and contains a criticism, then it is associated with explaining the teachings of Islamic Religious Education.

One of the creators who use this feature is the @basyasman00 account. In one of the contents, Husain uses the feature "stitch" to *stitch* a video that was viral in the last month of Ramadan, namely discussing material about the Al-Qur'an Hadith with the topic "Imam with 5G power". Where in the video, there is a group of worshipers who are performing tarawih prayers in the month of Ramadan. But the imam who was followed by the congregation led the prayer with a very extraordinary speed, so it was considered that the prayer that was performed was not *tu'maninah*. Because the content has attracted quite a lot of criticism and opposition from netizens in the comment's column, Husain Basyaiban explains the teachings of Islam by utilizing the feature "stitch".

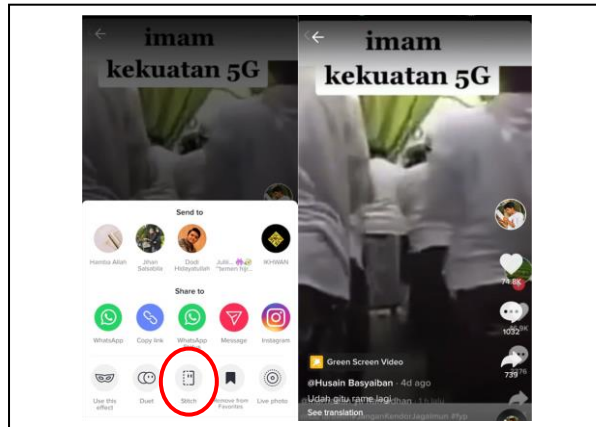


Figure 3. Image of the Utilization of the Feature "Stitch" by Husain Basyaiban

Features: "Reply with Video"

The "Reply With Video" feature is one of the features in the TikTok application that *Content Creators* use to reply to questions from *netizens* who have written in the comments column regarding the content posts that have been uploaded. One of the creators who use the feature to reply to this comment is Husain Basyaiban with the account name @basyasman00. Husain replied to comments *netizens* by posting an explanation of Fiqh material with the topic "Can crying break the fast?". To reply to questions from the comments column, creators can press the comment they want to reply to then select and take advantage of the feature "Reply With Video".

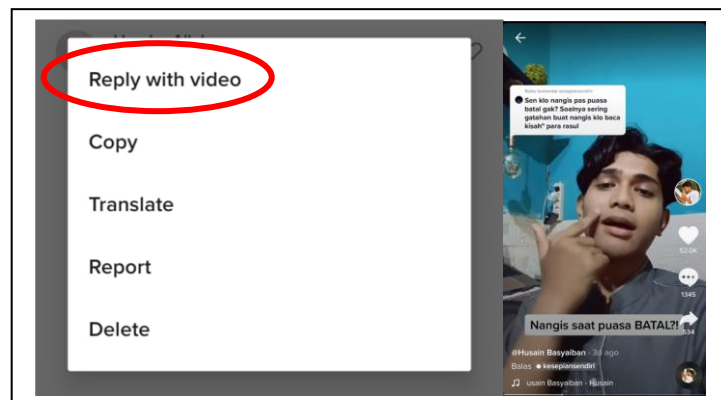


Figure 4. Image of the use of the feature "Reply with Video" by Husain Basyaiban

Features: "Add Text & Add Sound"

The "Add Text & Add Sound" feature is one of the features in the TikTok application that is used by *Content Creators* to present writings about the points of the material being delivered as well as adding back sound so that the videos seen and heard become more interesting and not boring.

This feature is used by creators to convey material without speaking directly. So, the material is delivered only through writing, songs, and the appreciation of appropriate expressions and gestures. One of the users of this feature is the account @dinda_ibrahiim. Dinda Ibrahim delivered Fiqh material with the topic "The veil that is forbidden to wear" by giving the text a different color. Dinda Ibrahim gave a white background color for the title text and red for the body text. For example, in the picture, the text on a white background is used to write the title "The veil that is forbidden to wear", and the text with a red background is used to write the content "Short veil reveals the chest shape".

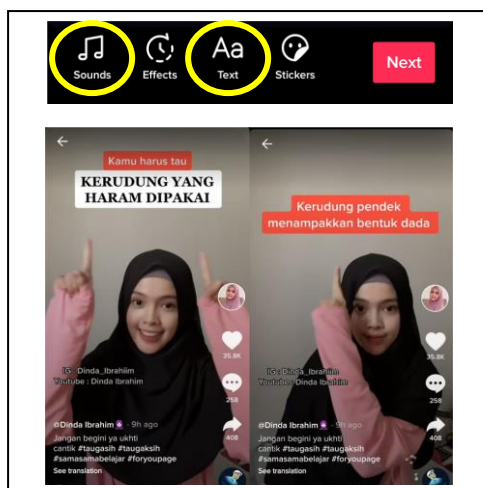


Figure 5. Image of the use of the "Add Text & Add Sound" feature by Dinda Ibrahiim

Features: "Effects: Slow-mo"

The "Effects: Slow-mo" feature is one of the features in the TikTok application that is used by *Content Creators* by slowing down the *speed* at the end of each video section that is made. This feature is used by TikTok creator Zunaira with the account name @Zunaira24290 and Sokky Alhasni with the account name @sayesokky2. The two creators delivered the material in the form of satire motivation. Not sometimes also use rhymes to make it more interesting in packaging the material. One of the religious motivations he conveyed was about "Enjoy the Process of Reducing Protests

in Hijrah" and "Many People Make Comments Using Hadith but Can't Interpret it".

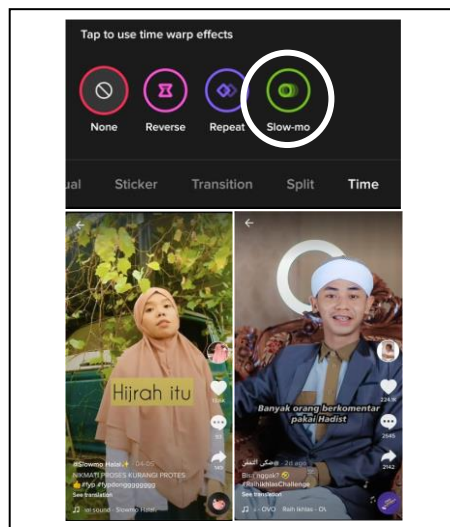


Figure 6. Image of the Utilization of the "Effects: Slow-mo" Feature By Zunaira & Sokky Alhasni

Features: "Stickers: Poll & Add Photos"

The feature "Poll" in *Stickers* is one of the features in the TikTok application that is used by *Content Creators of da'wah* by providing several answer options for content that contains questions in it. This feature is used for videos of material related to guessing surah, guessing the name of the prophet, and others. One of the *Content Creators* who use this feature in delivering PAI material is an account with the name @kadila93. This feature is used in one of his video posts which presents content material from the Qur'an Hadith with the theme "Guess the Surah". In that post, @kadila93 presents content accompanied by a back sound that voices the reading of the first verse of QS Al-Kahf. Where the feature "poll" used is written "Let's Guess. What Surah is this?" in the question section and presented two answer choices in the form of "Al Mulq" and "Al Kahf".

The feature "Add Photos" in *Stickers* is one of the features in the TikTok application that is used by *Content Creators of da'wah* to present an image related to the Islamic Religious Education material that is being delivered. One of the *Content Creators Da'wah* that utilizes the feature "Add Photos" in the delivery of PAI material is the @zunaira24290 account. This feature is used in one of his posts which discusses the *Akidah Akhlak* material about an invitation to do something to "Stop *Ghibah*". Uploaded images

must be matched the points of the material submitted. For example, in the second point, which is discussing "More *dhikr* reading the Qur'an", then what is uploaded is an image of an open position of an Al-Qur'an and a prayer bead for *dhikr* on it.

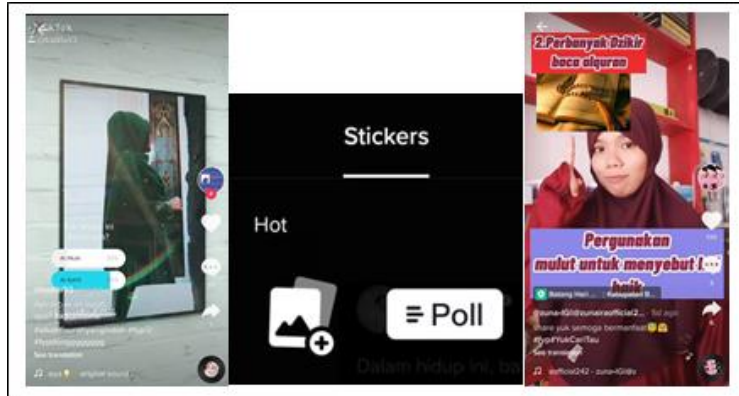


Figure 7. Image of the Utilization of the feature "Stickers: Poll & Add Photos" by Kadila & Zunaira

Method: "Qur'an Rhythm Tutorial"

The "Quran Rhythm Tutorial" method is used in the delivery of Al-Qur'an Hadith material by Sanju Yedo Oksa and his two friends by utilizing the feature "Text" in the application. The material for the rhythm of the Qur'an that was delivered was Kurdish using ascending, flat, and descending tones.

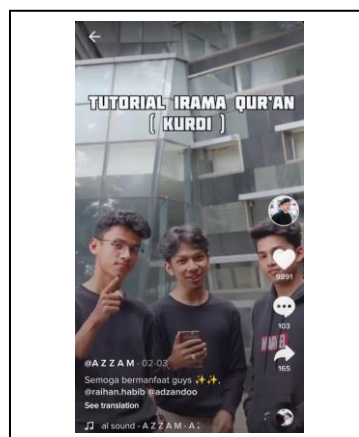


Figure 8. Image of the Use of the "Quran Rhythm Tutorial" Method By Sanju Yedo Oksa

Method: "Memorization with Song"

The "Memorization with Singing" method is a method of delivering material used by Content Creators of TikTok *da'wah* in memorizing teaching

materials in Islamic Religious Education. This method is applied by singing the points of the material being discussed so that it is faster to catch rote. One of the *da'wah* creators who use this method is Mrs. Meri Hastuti in the @merihastuti_fadhil account. Mrs. Meri Hastuti invites her son, Fadhil, to create content by using the feature "Text" to deliver the material. One of the materials made in the content is about the History of Islamic Culture with the topic "Names of Islamic heroes".

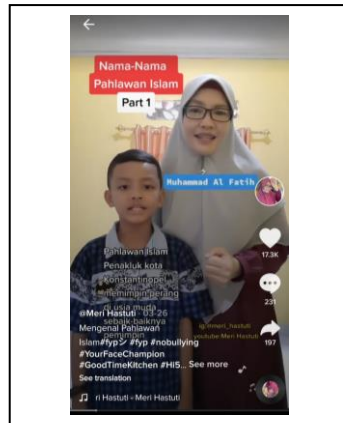


Figure 9. Image of the Use of the "Memorization with Singing" Method by Meri Hastuti

Method: "Role-Playing / Impersonate"

The "Impersonate or Role Playing" method is one of the most unique methods of the *Content Creators of da'wah* in delivering Islamic Religious Education material so that it attracts the attention of the audience. This method is applied by positioning oneself as someone who is in the story in the PAI material. An example is the story of Siti Hajar who tried to find water for Prophet Ismail. So here a creator must play a role by positioning himself as Siti Hajar who expresses and plays body movements as if running here and there to find water in the hills of Shafa and Marwah.

There are two creators of propaganda using this method by utilizing a mix of features "Effects: My Background" and "Effects: Face Stretch" to go deeper in playing a role in terms of facial expressions. The creators who use this method in delivering the teachings of Islamic Religious Education are Indah Rama with the account name @indahrama_ and Claudio with the account name @diowewww. One of the interesting contents in the second post is discussing material about "Abu Lahab who gets relief from torture" and "Khalid bin Walid who always wins in war".

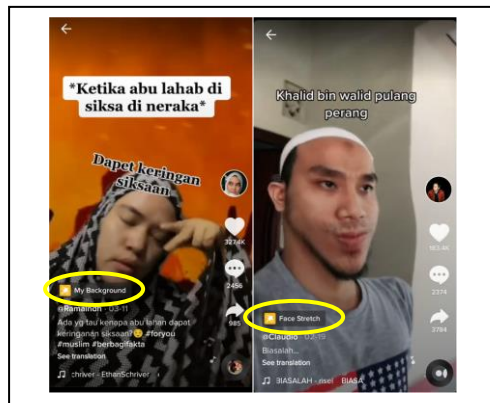


Figure 10. Picture of the Use of the Method "Impersonate" by Indah Rama & Claudio

Conclusion

Social media plays an important role as a learning resource for Islamic Religious Education for Generation-Z during the COVID-19 pandemic. One of the social networks that hypnotize and give an addictive effect to the current generation is the "TikTok" application. This application can be used by anyone to access short videos accompanied by appropriate music. It is not only used for dancing accompanied by a background sound. However, creators can create various kinds of content that can be enjoyed as entertainment and useful for the audience. One of the useful contents among Generation-Z is about the teachings of Islamic Religious Education.

With the broadcasting of Islamic religious teachings on this social network, generations who previously did not want to study Islamic teachings became interested and even wanted to continue to follow the development of the content created later. This is because the current generation is more interested in delivering unique material but still sticking to the Qur'an and As-Sunnah, rather than using the continuous lecture method that makes them bored and sleepy if listening to it for a long duration. With a short duration of a maximum of one minute, content creators in the *da'wah* category have succeeded in creating innovative, creative, and unique new methods by utilizing the features provided. Of the many methods that were created, there are ten examples of methods of spreading the teachings of Islamic Religious Education which are written in this article. These methods include guessing surahs, tutorials on the rhythm of the Qur'an, memorizing with songs, and impersonating using the effects

features: "my background", "duet", "stitch", "reply with video", "add text & add sound", "stickers: poll & add photos", and "effects: slow-mo".

Suggestion

Suggestions for creators to always use the digital media platform in the form of "TikTok" for positive things, such as providing knowledge through *da'wah* in the form of Islamic Religious Education teachings to generation-Z. Creators are expected to always innovate with more competence in creating new, unique, and fun methods by utilizing the features that have been provided. Therefore, after seeing this article, it is hoped that next researchers can develop the "TikTok" application as a positive learning medium for the next generation of the nation. So that one day they can contribute to the field of Islamic education. This research is expected to be an example for further research that wants to research in the field of developing learning media and Islamic educational resources.

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