Moral Aqidah Learning Using Video-Based Technology

Tsai Nicholas [1], Grub James [2], Kebede Robert [3]
[1] *Trinity College Dublin, Ireland*
[2] *Kyambogo University, Uganda*
[3] *LUISS University, UPF, EIEF, Barcelona GSE*

Corresponding Author: Tsai Nicholas,   E-mail; tsainicholas@gmail.com

Article Information:	ABSTRACT
	There are lots of technologies that can be used in education. One of these technologies is video-based. Video is a visualization that can be used to facilitate the learning process, such as the Youtube application, where this application is beneficial for educators in developing video-based learning for aqidah moral learning media. With that in mind, this study aims to determine the benefits of video in learning aqidah morals. Learning Aqidah Akhlak often bored students because educators only use the lecture method without creativity to develop more effective and innovative learning. The type of method used in this research is quantitative by conducting surveys and interviews with teaching staff. The results of this study explain that video-based technology can help learn aqidah morals. This study concludes that educators can take advantage of videos for teaching moral principles based on evidence of student achievement and increased interest in learning, for this video-based technology can be used by any educator. The limitation of this research is that the researcher only researches aqidah moral subjects using video. The researcher hopes that future researchers will develop this strategy in other topics to get maximum results. **Keywords**: *Technology, internet, learning media, video, moral creed*

INTRODUCTION

Technology and the internet are a set of networks related to the social, educational, political, entertainment, and work environment in daily use (Harris et al., 2019; Vial, 2019; Wosik et al., 2020). as a form of utilization by humans in their daily activities. This technology develops following the progress of human resources, which are increasingly advanced. In the field of education, this technology is essential as a means of supporting learning in order to improve the quality and learning abilities of

students. Education at this time needs the use of quality technology and can show a person's ability to solve problems related to learning (Ching et al., 2018; Tao et al., 2018; Wang et al., 2018). along with that, using technology helps students become proficient in their skills. Technology as a means of supporting education. It can give students more practical skills and intellectual knowledge about technology.

The development of technology makes an innovation in its utilization as a quality educational facility (Scott Kruse et al., 2018; Song et al., 2020; Vial, 2019). Technology also helps educators in evaluating students to maximize understanding of student implementation. The primary purpose of technology for the education sector is to learn to solve problems and facilitate and improve one's ability to learn (Benjamin, 2020; Kim et al., 2020; Martinez et al., 2021) as a support in an exciting and interactive educational process. Technology in education has become a place or source for exploring education-related matters. In self-learning, technology is critical because it can provide convenience in the learning process, with the existence of technology as a learning medium can help make the teaching process more exciting and enjoyable.

Learning media can be used to convey messages and stimulate the thoughts, feelings, attention, and willingness of students so that they can encourage the learning process (Ching et al., 2018; Dhahir, 2020; Wang et al., 2018). Different media types enhance the learning experience so that it becomes concrete. Teaching using media does not only use words. So that there are more effective learning outcomes for students. In learning media, an essential function is a teaching aid that also affects the conditions and learning environment set up and created by the instructor. (Ntobuo et al., 2018; Perrotta & Williamson, 2018; Wijaya, 2019). Using learning media at the teaching orientation stage will significantly help the effectiveness of the learning process. Apart from arousing student motivation and interest, instructional media can also help students improve their understanding and present information excitingly.

Technology in learning media to support learning also facilitates Aqidah Akhlak's education (Bétrancourt & Benetos, 2018; D'Alonzo & Tegmark, 2022; Parong & Mayer, 2021). The moral creed is a conscious effort to prepare students to understand, be skilled at carrying out, and practice the Islamic religion through educational activities. Aqidah Akhlak education has an essential role in shaping student behavior because, with Aqidah Akhlak education, students are not only directed to happiness in life in this world but also to achieve happiness in life in the hereafter. Aqidah Akhlak education can achieve a balanced mindset regarding physical and mental progress, balance the relationship between humans in social life and their environment, and the relationship between humans and God. (Bostock et al., 2018; Klaus & Manthiou, 2020; von Ungern-Sternberg & Sommerfield, 2021). For this reason, it is hoped that education on aqidah morals can bring students good morals. So that students have abilities that are superior to others.

Educators only use blackboards and books, thus making learning uninteresting. This is one of the causes of student boredom in the learning process, where students

should be able to contribute to learning correctly so that students become active and enthusiastic about learning. (Baena-Extremera et al., 2018; Bläsing et al., 2018; Skulmowski, 2022). In this case, the educator plays a significant role in a set of performances and the actions of his students based on reciprocal relationships that take place in educational situations to achieve specific goals, where the interaction or reciprocal relationship between teachers and students is one of the main requirements for the learning process to take place. (Amo et al., 2018; Lin & Yeh, 2022; Tomasik et al., 2021). Educators in learning should be able to utilize technology and visual media, namely in the form of learning using videos to attract students' learning interest.

In the implementation of learning, visual media also has significant meaning because, in this learning, there needs to be more clarity about the material being conveyed. It can be helped by presenting the media as an intermediary. (Rachmadhany et al., 2018; Setiawan & Ari Oka, 2020; Winarto et al., 2020). Visual media are used as teaching aids. These aids in learning include all the tools that can assist the learning process so that students become more effective and efficient in class. By utilizing technology in the form of videos, it is hoped that learning will be more attractive, easier to understand, save time and effort, and learning outcomes will be more meaningful (Faisal & Kisman, 2020; Jabeen et al., 2019; Janković et al., 2019). So using this visual type method will greatly facilitate the learning system that will be carried out. Learning media is also a link for the use of technology in educational facilities that are more effective and efficient as well as intellectual quality.

Meanwhile, according to Muhammad, 'the main function of learning media is as a teaching aid which also influences the climate, conditions, and learning environment arranged and created by the teacher.' The use of learning media at the teaching orientation stage will significantly help the effectiveness of the learning process and the delivery of messages through the learning content at that time (Ardiansah, 2018; Darmuki, 2020; Rosmaya et al., 2019). In addition to arousing student motivation and interest, increasing understanding makes exciting and reliable data easier, facilitates data interpretation, and condenses information.

Based on the results of research that are relevant according to Kusdandi & Sutibjo in their article entitled 'Video-based learning media, this video-based technology makes it very easy for educators to provide an understanding of the material to students to support higher quality and quality education to be carried out in the learning process at today'. Because video-based learning is a form of creativity for educators to create a more exciting learning system (Fatmawati et al., 2018; Gazali & Nahdatain, 2019; Widad et al., 2021). The use of videos for learning is very accurate for delivering material so that it can be understood. Students will prefer learning tools such as videos, especially if they can be displayed with more interesting creations and innovations. Moreover, the students themselves will understand learning more quickly if it is displayed and conveyed using the video method.

RESEARCH METHODOLOGY

The method used for research on video-based teaching of aqidah morals is one of the schools that will be studied quantitatively by distributing survey questionnaires to educators (Couto et al., 2021; Kumar Basak et al., 2018; Mitchell et al., 2018). The purpose of this method is to observe and analyze how the teaching staff utilizes this application media at the school concerned. The research was conducted at the beginning of the odd step of learning at school. To find out to what extent educators use this media in creating learning with video application media for more exciting learning to be displayed to students. Along with the survey being carried out, it will be known how the educators at the school concerned can utilize video to support the current learning period.

The source of this research was obtained from the results of a questionnaire filled in by educators who taught at the school concerned and interviews conducted with educators who taught at the school. (Herman et al., 2018; Rasmitadila et al., 2020; Vasconcellos et al., 2020). Research is practical later by researchers to be able to describe the percentage results obtained in the research that has been done. There will also be attached how respondents from students who were surveyed about the use of video in learning aqidah morals as a form of using technology. So if it has been attached, it will be known how the respondents from all educators regarding learning aqidah morals using video-based supporting technology. As well as how learning media using video can increase the creativity of students in absorbing the learning that will be given by educators later.

The research results were in the form of questionnaires filled in and collected by the researchers and interviews carried out by the researchers with the teaching staff at the school concerned. Before distributing the questionnaires to the teaching staff, the researcher revised the questions that would be asked later to the educators who were experts in media literacy for the research being carried out. This is to get good respondents from the school in question or educators who were there at the time of the research about the questions to be asked. The questions attached to the questionnaire are closely related to learning aqidah morals using video-based technology to support learning. Here the researcher hopes to get a good response from the respondents so that it can be easier to research Learning Akhlak with the Utilization of Video-Based Technology to support learning.

The research data that has been collected will later be analyzed using a quantitative method so that you can see how far each percentage of the question grids has been attached to the questionnaire that has been distributed online via Google, then the percentage or number of people who chose the option. What has been obtained will be elaborated through discussions with expert opinions and corrections with the previous relevant and correct research, which can be used as a reference and guide. In the discussion, the results of this study will be elaborated on and explained how the responses from respondents are in the form of diagrams and conclusions of existing research. The main objective of this research is to support Akhlak Aqidah Learning by
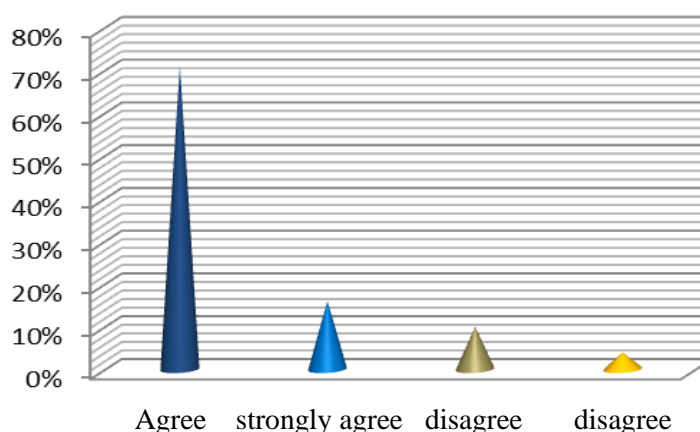
Utilizing Video-Based Technology in enhancing video-based learning by developing applications as learning media throughout schools or levels of education.

RESULT AND DISCUSSION

After the research was carried out using quantitative methods, the researchers obtained survey results from the staff of the respondents who had been studied. The results of a survey have been obtained in research conducted on how the video-based technology utilization model in learning aqidah morals. This media is also analyzed to find out how far it is used and utilized so that it can run optimally and effectively. From the results of the data obtained, it can be seen and concluded that with the existence of video-based technology as a means of supporting learning aqidah morals, the use of video-based technology can make it easy for students to understand learning material and make it easier for educators to transfer their knowledge to students. Using video-based technology, researchers have made observations by distributing online-based questionnaires. Researchers also know that the school in question has adjusted the learning media that will be used.

Based on the description above, there are many facilities provided by Learning Moral Beliefs Using Video-Based Technology, so this application is used by many people, especially at the educational level in the learning process. The success of the one-way or two-way online learning process is determined by using technology to provide interaction services between teachers and students. Digital platforms provide the means that support the interaction in learning morals with different equipment according to the purpose of the interaction to be achieved. Learning Moral Beliefs Using Video-Based Technology greatly supports students in learning and makes it easy to understand lessons through videos. Researchers here have surveyed by distributing an online-based questionnaire through Google form to determine the extent to which the Learning of Moral Beliefs Using Video-Based Technology supports online learning. The following questionnaire research data will be attached as follows:

**Students and educators like Akhlah Faith learn by utilizing video-based technology.**

From the distribution of the questionnaire above, the researcher has obtained the results and responses from the survey, 37 out of 50 people who voted agree that learning aqidah akhlah by utilizing video-based technology makes it easier for students and teaching staff to understand the material conveyed by educators and students prefer understanding videos when delivering material compared to the teacher who explained using the lecture method in the class, 1 out of 50 people who chose not to agree, it is possible that the respondent's understanding of the material has not been able to use technology such as video. However, the respondent understands better how the teacher explains lessons using the lecture method. Learning aqidah akhlah using video-based technology is more effective and efficient in the learning process. This aqidah akhlah material is better used with video-based technology because the material is very complicated to understand.

The utilization of video-based technology can have a positive impact on students and educators.
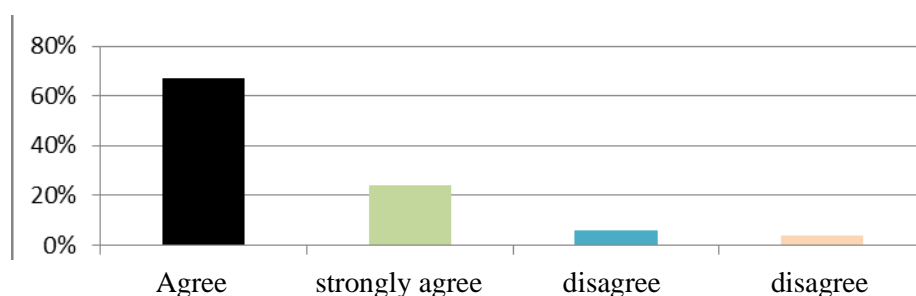

From the distribution of questionnaires conducted, researchers have obtained survey results regarding the use of video-based technology that can positively impact students and educators. It is known that 34 people agree that this use positively impacts students and educators. Because the use of video technology is more practical to use to understand learning, especially for material that is difficult for students to understand, using the media will make it easier for students to understand the material. In the disagree option, only three people prefer to avoid learning using video. These respondents may have a visual learning style, so they are not very interested in this learning. Even so, teachers still have to be able to apply the use of video-based technology so that they can make the learning atmosphere more effective.

The existence of video-based technology can increase students' interest in learning moral principles.
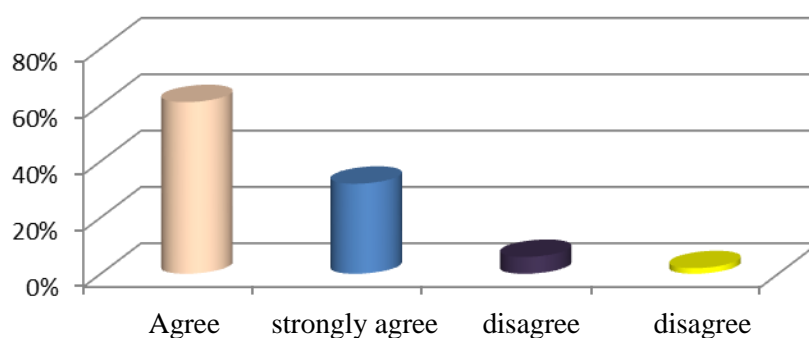
Researchers have obtained survey results from the distribution of questionnaires that 31 people voted in agreement because students are more inclined to technology and practice in understanding. Learning videos are very appropriate for increasing student interest because the teacher may be unable to explain or describe in real terms about learning aqidah morals. Therefore teachers need media or tools to describe it to students. Three people chose not to agree because the teachers remembered the tool's use and the teacher's ability to make videos and search for videos on the internet and operate them for students. Respondents who disagree are likely not interested in learning through videos, whereas video media uses expensive instruments because they use television or screens that can help in learning.

**The development of technology makes innovation in learning morals.**
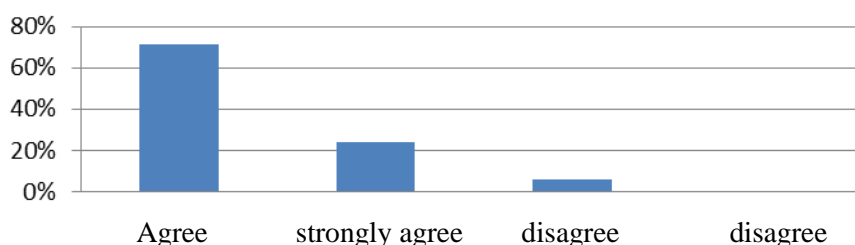
Researchers obtained survey results from several questionnaires on developing technology-making innovation in learning aqidah morals. It is known that 36 people chose to agree because students can study the material anytime and anywhere to recall the material that has been presented. It can also advance the abilities that are already owned so that it gets a superior reaction from students who were previously passive, can change into the active student, and make learning fun and more enjoyable. Three people disagreed because the interaction between an educator and students needed to be improved. So that it will result in delays in the form of the values of the teaching and learning process. Respondents who disagree are likely to have less mastery of computer language.

Using video-based technology greatly facilitates educators in providing students with an understanding of the material.
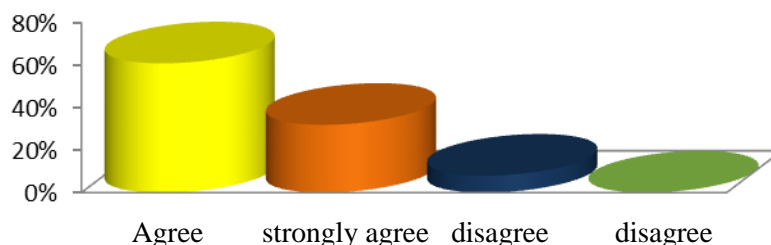
Based on the diagram above, it can be seen that the data was obtained from 50 people. Sixteen people choose to agree strongly, and 31 people choose to agree. Most respondents strongly agree with video-based technology because it dramatically facilitates educators providing material to students. Students will better understand the material presented by educators, for example, through screening a given video. For respondents who chose to disagree and disagree, they may think that with the use of video-based technology, the presentation of material cannot be understood by students if the voice or image is not clear, and this makes it difficult for educators such as learning video media that are not suitable for the character of the participants. Educated So, video-based technology can help educators deliver material to students.

Video-based technology helps educators evaluate students to maximize their understanding of educational implementation.
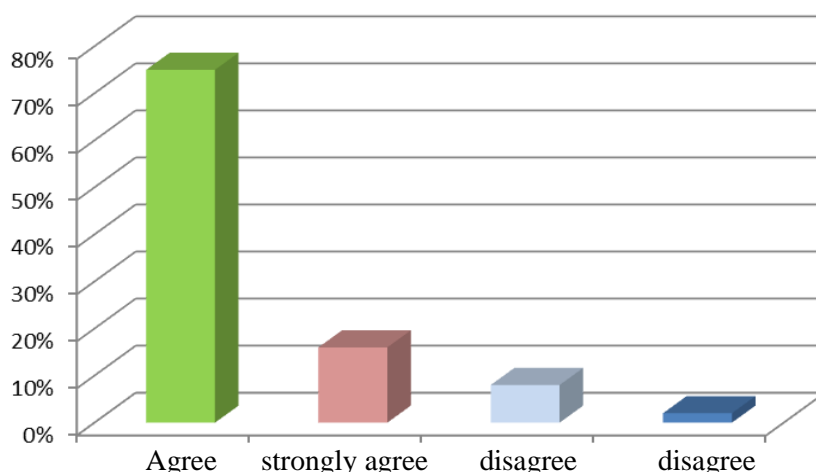
From the distribution of the questionnaire conducted by the researcher, the data obtained in the form of the diagram above where 8 out of 50 people strongly agreed, 38 out of 50 people agreed for video-based technology questions to assist educators in evaluating students to maximize understanding of educational implementation. This follows the benefits of video-based technology in education. There are several

advantages over this learning video, namely that it can stimulate the thinking power of students to easily understand related material that is held through the speed of their thinking. Learning videos can also be accessed anytime and anywhere so that students own no space and time limitations during teaching and learning activities. The video feature can also be tucked into the form of questions or quizzes so that it can elicit a reciprocal response to the material being taught by the educator.

Utilization of video-based technology can solve problems that exist in learning aqidah morals.
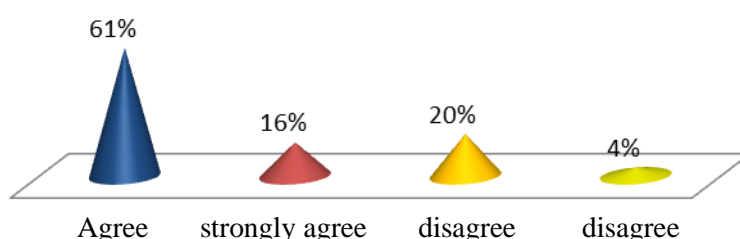
From distributing the questionnaire conducted by the researcher, the data obtained in the form of the diagram above stated that many chose to agree because the video explained the material in full and the video that was presented was not too long and could make it easy for students to understand what the video was about. Problems teachers and students need help solving can make students look for answers from video-based technology. For a teacher, teaching is not a problem or something considered difficult. On the contrary, the teaching process is an enjoyable activity. For respondents who choose not to agree, it is possible that the respondent has yet to be able to solve the problem of learning aqidah morals by looking at video-based technology. They are more likely to prefer lecture-based learning.

Using video-based technology in teaching moral values is appropriate in the current education era.
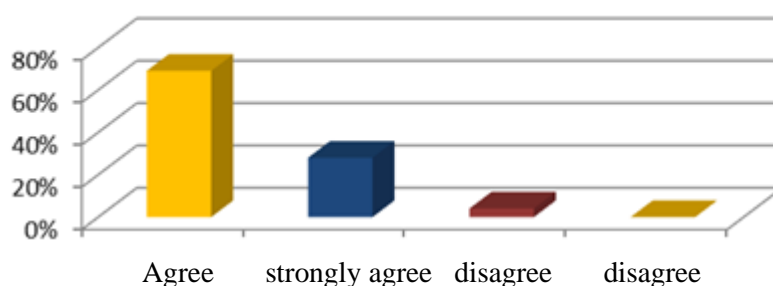
From the diagram above, it can be concluded that 35 out of 50 people voted in agreement because this video-based technology can be accessed anytime and anywhere,

so there are no space and time limitations owned by students during teaching and learning activities. The video feature can also be tucked into the form of questions or quizzes so that it can elicit a reciprocal response to the material being reviewed by the educator. If we look at the current era of human names, surely there will be no one who is not familiar with the technology. In this era, we must be good at controlling various technological platforms to support education. Video-based technology is very appropriate for use now because students are more inclined to understand audio methods in learning. The learning process that is applied using video media is considered to help educators attract the interest or attention of students to foster interest in learning and help students understand the content of the material taught by the teacher more quickly.

The use of video-based technology in learning aqidah morals
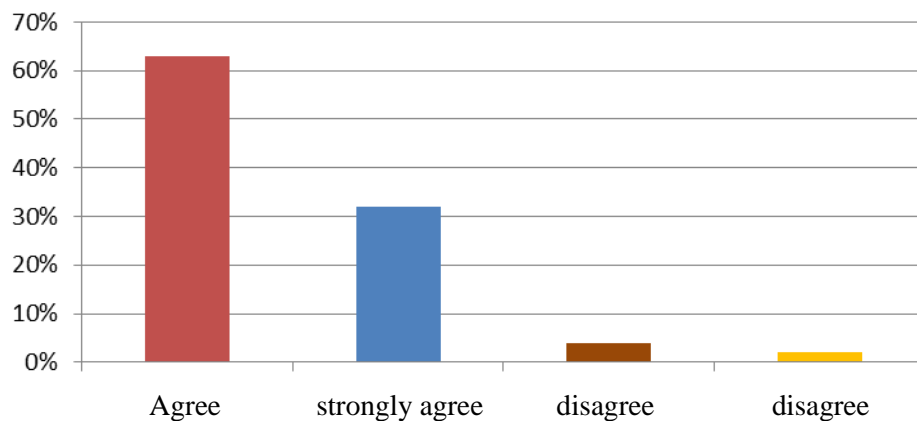
From the distribution of questionnaires conducted by researchers regarding the use of video-based technology in learning aqidah morals, the data obtained in the form of the diagram above chose to agree that 32 out of 50 people and 14 out of 50 people who voted strongly agreed. This means that learning using video is very influential in students' learning process, especially for the subject of aqidah morals. Video-based learning can make it easier for students to understand the material presented by the teacher in front of the class. However, of the 50 people who filled out the questionnaire, two students chose not to agree with this video-based learning, maybe because these students have a learning style in the form of audio, namely lectures. What educators have to do is to be able to provide learning that suits students' learning styles, for example, by utilizing video-based technology, with that students can get both audio and visual at the same time.

From the ten surveys that the researchers have described, it can be concluded that the Learning of the Akhlak by Utilizing Video-Based Technology is one of the media in which the learning process occurs. For communicating with student teachers, video-based technology helps students understand lessons and make it easier for teachers to explain the material. Most people agree with the diagram above as an assistant in

understanding the subject matter and making lessons on the subject of aqidah morals. It can even support learning to be better and more effective. Regarding the Learning of Akhlak Aqidah Using Video-Based Technology, educators must work together because learning will not be optimal. Therefore they need support from the school and these students.

The survey results were indeed many who chose or agreed to answer. However, of the 50 people surveyed, some answered that they disagreed and were mediocre, that is because maybe in Learning Akhlak Aqidah With Utilization of Video-Based Technology, respondents still have not been able to develop this application for the teaching and learning process, seen from the survey results above the researcher said that many respondents were also constrained by the network in opening videos, this was because there were obstacles or obstacles that students felt might not understand or did not understand the application of using the application, and in delivering teacher material have not been able to provide as much as possible to students. Here the researcher hopes that future researchers will be able to maximize the Learning of Morals by Utilizing Video-Based Technology for future researchers.

CONCLUSION

Based on the results of the research that has been described in this discussion, it can be concluded as follows: Learning Aqidah Akhlak Using Utilization of Video-Based Technology Based on the results of the research that has been described in the discussion, it can be concluded as follows: First, the use of information technology learning media in the learning process of Aqidah Ahlak in Madrasas all educators and education staff have utilized information technology, but several things have not been fully utilized both online and offline; Second, the use of information technology learning media in increasing interest in learning Aqidah Ahlak and making students very enthusiastic in learning in class. Therefore, the researcher hopes for a good response from the respondents because it is beneficial in research on Learning Akhlak with the Utilization of Video-Based Technology. With the use of video-based technology is used as a support in learning. The conclusion that can be drawn from researchers utilizes various applications that can be used as a means for learning.

ACKNOWLEDGEMENT

REFERENCES

Aydin, G. (2020). Social media engagement and organic post effectiveness: A roadmap for increasing the effectiveness of social media use in hospitality industry. Journal of Hospitality Marketing & Management, 29(1), 1–21. https://doi.org/10.1080/19368623.2019.1588824

Barta, K., & Andalibi, N. (2021). Constructing Authenticity on TikTok: Social Norms and Social Support on the "Fun" Platform. Proceedings of the ACM on Human-Computer Interaction, 5(CSCW2), 1–29. https://doi.org/10.1145/3479574

Basch, C. H., Hillyer, G. C., & Jaime, C. (2022). COVID-19 on TikTok: Harnessing an emerging social media platform to convey important public health messages. International Journal of Adolescent Medicine and Health, 34(5), 367–369. https://doi.org/10.1515/ijamh-2020-0111

Campoverde Campoverde, J. A., Romero Galarza, C. A., & Borenstein, D. (2018). Evaluación de eficiencia de cooperativas de ahorro y crédito en Ecuador: Aplicación del modelo Análisis Envolvente de Datos DEA. Contaduría y Administración, 64(1), 87. https://doi.org/10.22201/fca.24488410e.2018.1449

Chen, H., Wang, M., & Zhang, Z. (2022). Research on Rural Landscape Preference Based on TikTok Short Video Content and User Comments. International Journal of Environmental Research and Public Health, 19(16), 10115. https://doi.org/10.3390/ijerph191610115

Chiarini, A., Belvedere, V., & Grando, A. (2020). Industry 4.0 strategies and technological developments. An exploratory research from Italian manufacturing companies. Production Planning & Control, 31(16), 1385–1398. https://doi.org/10.1080/09537287.2019.1710304

Cholil, S. R., Pinem, A. P. R., & Vydia, V. (2018). Implementasi metode Simple Multi Attribute Rating Technique untuk penentuan prioritas rehabilitasi dan rekonstruksi pascabencana alam. Register: Jurnal Ilmiah Teknologi Sistem Informasi, 4(1), 1. https://doi.org/10.26594/register.v4i1.1133

Chu, S.-C., Deng, T., & Mundel, J. (2022). The impact of personalization on viral behavior intentions on TikTok: The role of perceived creativity, authenticity, and need for uniqueness. Journal of Marketing Communications, 1–20. https://doi.org/10.1080/13527266.2022.2098364

Duggan, J. (2022). Using TikTok to teach about abortion: Combatting stigma and miseducation in the United States and beyond. Sex Education, 1–15. https://doi.org/10.1080/14681811.2022.2028614

Faculty of Mining, Geology and Petroleum Engineering, Pierottijeva 6, Zagreb, Croatia, Vulin, D., Gaćina, M., Ina d.d., Lovinčićeva 4, Zagreb, Croatia, Biličić, V., & MET Croatia Energy Trade d.o.o., Radnička cesta 80, Zagreb, Croatia. (2018). SLIM-TUBE SIMULATION MODEL FOR CO2 INJECTION EOR. Rudarsko-Geološko-Naftni Zbornik, 33(2), 37–48. https://doi.org/10.17794/rgn.2018.2.4

García Rivero, A., Martínez Estrella, E. C., & Bonales Daimiel, G. (2022). TikTok y Twitch: Nuevos medios y fórmulas para impactar en la Generación Z. Revista ICONO 14. Revista Científica de Comunicación y Tecnologías Emergentes, 20(1). https://doi.org/10.7195/ri14.v20i1.1770

Haubrock, P. J., Balzani, P., Johović, I., Inghilesi, A. F., & Tricarico, E. (2018). The effects of two different preservation methods on morphological characteristics of the alien channel catfish Ictalurus punctatus (Rafinesque, 1818) in European freshwater. Croatian Journal of Fisheries, 76(2), 80–84. https://doi.org/10.2478/cjf-2018-0010

Hiebert, A., & Kortes-Miller, K. (2021). Finding home in online community: Exploring TikTok as a support for gender and sexual minority youth throughout COVID-19. Journal of LGBT Youth, 1–18. https://doi.org/10.1080/19361653.2021.2009953

Hosseinialhashemi, M., Tavakoli, J., Rafati, A., & Ahmadi, F. (2021). The aplication of Pistacia khinjuk extract nanoemulsion in a biopolymeric coating to improve the shelf life extension of sunflower oil. Food Science & Nutrition, 9(2), 920–928. https://doi.org/10.1002/fsn3.2057

Ivanov, D., Dolgui, A., & Sokolov, B. (2019). The impact of digital technology and Industry 4.0 on the ripple effect and supply chain risk analytics. International Journal of Production Research, 57(3), 829–846. https://doi.org/10.1080/00207543.2018.1488086

Jia, C., Wang, S., Zhang, X., Wang, S., Liu, J., Pu, S., & Ma, S. (2019). Content-Aware Convolutional Neural Network for In-Loop Filtering in High Efficiency Video Coding. IEEE Transactions on Image Processing, 28(7), 3343–3356. https://doi.org/10.1109/TIP.2019.2896489

Kennedy, M. (2020). 'If the rise of the TikTok dance and e-girl aesthetic has taught us anything, it's that teenage girls rule the internet right now': TikTok celebrity, girls and the Coronavirus crisis. European Journal of Cultural Studies, 23(6), 1069–1076. https://doi.org/10.1177/1367549420945341

Liu, H., Wu, L., & Li, X. (Robert). (2019). Social Media Envy: How Experience Sharing on Social Networking Sites Drives Millennials' Aspirational Tourism Consumption. Journal of Travel Research, 58(3), 355–369. https://doi.org/10.1177/0047287518761615

Martín-García, A. V., Redolat, R., & Pinazo-Hernandis, S. (2022). Factors Influencing Intention to Technological Use in Older Adults. The TAM Model Aplication. Research on Aging, 44(7–8), 573–588. https://doi.org/10.1177/01640275211063797

Martín-Ramallal, P., & Ruiz-Mondaza, M. (2022). Agentes protectores del menor y redes sociales. El dilema de TiKToK. Revista Mediterránea de Comunicación, 13(1), 31. https://doi.org/10.14198/MEDCOM.20776

Miao, W., Huang, D., & Huang, Y. (2021). More than business: The de-politicisation and re-politicisation of TikTok in the media discourses of China, America and

India (2017–2020). Media International Australia, 1329878X2110139. https://doi.org/10.1177/1329878X211013919

Obermayer, N., Kővári, E., Leinonen, J., Bak, G., & Valeri, M. (2022). How social media practices shape family business performance: The wine industry case study. European Management Journal, 40(3), 360–371. https://doi.org/10.1016/j.emj.2021.08.003

Omar, B., & Dequan, W. (2020). Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage. International Journal of Interactive Mobile Technologies (IJIM), 14(04), 121. https://doi.org/10.3991/ijim.v14i04.12429

Patma, T. S., Fienaningsih, N., Rahayu, K. S., & Artatanaya, I. G. L. S. (2021). Impact of Information Quality on Customer Perceived Value, Experience Quality, and Customer Satisfaction from Using GoFood Aplication. Journal of Indonesian Economy and Business, 36(1), 51. https://doi.org/10.22146/jieb.59810

Pryde, S., & Prichard, I. (2022). TikTok on the clock but the #fitspo don't stop: The impact of TikTok fitspiration videos on women's body image concerns. Body Image, 43, 244–252. https://doi.org/10.1016/j.bodyim.2022.09.004

Radin, A. G. B., & Light, C. J. (2022). TikTok: An Emergent Opportunity for Teaching and Learning Science Communication Online. Journal of Microbiology & Biology Education, 23(1), e00236-21. https://doi.org/10.1128/jmbe.00236-21

Retos virales: Análisis del impacto de TikTok para los vínculos familiares. (2022). Revista de Ciencias Sociales. https://doi.org/10.31876/rcs.v28i3.38449

Ruangkanjanases, A., Sivarak, O., Jong, D., & Zhou, Y. (2022). The effect of self-disclosure on mass trust through TikTok: An empirical study of short video streaming application users. Frontiers in Psychology, 13, 968558. https://doi.org/10.3389/fpsyg.2022.968558

Scherr, S., & Wang, K. (2021). Explaining the success of social media with gratification niches: Motivations behind daytime, nighttime, and active use of TikTok in China. Computers in Human Behavior, 124, 106893. https://doi.org/10.1016/j.chb.2021.106893

Seo, E.-J., & Park, J.-W. (2018). A study on the effects of social media marketing activities on brand equity and customer response in the airline industry. Journal of Air Transport Management, 66, 36–41. https://doi.org/10.1016/j.jairtraman.2017.09.014

Šerić, M., & Praničević, D. G. (2018). Consumer-Generated Reviews on Social Media and Brand Relationship Outcomes in the Fast-Food Chain Industry. Journal of Hospitality Marketing & Management, 27(2), 218–238. https://doi.org/10.1080/19368623.2017.1340219

Shareef, M. A., Mukerji, B., Dwivedi, Y. K., Rana, N. P., & Islam, R. (2019). Social media marketing: Comparative effect of advertisement sources. Journal of Retailing and Consumer Services, 46, 58–69. https://doi.org/10.1016/j.jretconser.2017.11.001

Shih, H.-C. (2018). A Survey of Content-Aware Video Analysis for Sports. IEEE Transactions on Circuits and Systems for Video Technology, 28(5), 1212–1231. https://doi.org/10.1109/TCSVT.2017.2655624

Sidorenko Bautista, P., Alonso López, N., & Giacomelli, F. (2021). Espacios de verificación en TikTok. Comunicación y formas narrativas para combatir la desinformación. Revista Latina de Comunicación Social, 79, 87–113. https://doi.org/10.4185/RLCS-2021-1522

Sjekavica, I. (2018). Radiological Imaging in Renal Transplantation. Acta Clinica Croatica. https://doi.org/10.20471/acc.2018.57.04.12

Sobko, B., Lozhnikov, O., Levytskyi, V., & Skyba, G. (2019). Conceptual development of the transition from drill and blast excavation to non-blasting methods for the preparation of mined rock in surface mining. Rudarsko-Geološko-Naftni Zbornik, 34(3), 21–28. https://doi.org/10.17794/rgn.2019.3.3

Steele, C. K. (2021). Black Feminist Pleasure on TikTok: An Ode to Hurston's "Characteristics of Negro Expression." Women's Studies in Communication, 44(4), 463–469. https://doi.org/10.1080/07491409.2021.1987822

Stieglitz, S., Mirbabaie, M., Ross, B., & Neuberger, C. (2018). Social media analytics – Challenges in topic discovery, data collection, and data preparation. International Journal of Information Management, 39, 156–168. https://doi.org/10.1016/j.ijinfomgt.2017.12.002

Sulibhavi, A., & Isaacson, G. (2021). TikTok Tonsils. Ear, Nose & Throat Journal, 014556132110383. https://doi.org/10.1177/01455613211038340

Sun, T., Lim, C. C. W., Chung, J., Cheng, B., Davidson, L., Tisdale, C., Leung, J., Gartner, C. E., Connor, J., Hall, W. D., & Chan, G. C. K. (2021). Vaping on TikTok: A systematic thematic analysis. Tobacco Control, tobaccocontrol-2021-056619. https://doi.org/10.1136/tobaccocontrol-2021-056619

van Asperen, M., de Rooij, P., & Dijkmans, C. (2018). Engagement-Based Loyalty: The Effects of Social Media Engagement on Customer Loyalty in the Travel Industry. International Journal of Hospitality & Tourism Administration, 19(1), 78–94. https://doi.org/10.1080/15256480.2017.1305313

Vijay, D., & Gekker, A. (2021). Playing Politics: How Sabarimala Played Out on TikTok. American Behavioral Scientist, 65(5), 712–734. https://doi.org/10.1177/0002764221989769

Wang, R., Mirza, N., Vasbieva, D. G., Abbas, Q., & Xiong, D. (2020). The nexus of carbon emissions, financial development, renewable energy consumption, and technological innovation: What should be the priorities in light of COP 21 Agreements? Journal of Environmental Management, 271, 111027. https://doi.org/10.1016/j.jenvman.2020.111027

Wang, S., Paulo Esperança, J., & Wu, Q. (2022). Effects of Live Streaming Proneness, Engagement and Intelligent Recommendation on Users' Purchase Intention in Short Video Community: Take TikTok (DouYin) Online Courses as an Example.

International Journal of Human–Computer Interaction, 1–13. https://doi.org/10.1080/10447318.2022.2091653

Wang, Y. (2020). Humor and camera view on mobile short-form video apps influence user experience and technology-adoption intent, an example of TikTok (DouYin). Computers in Human Behavior, 110, 106373. https://doi.org/10.1016/j.chb.2020.106373

Wehrmann, J., Simões, G. S., Barros, R. C., & Cavalcante, V. F. (2018). Adult content detection in videos with convolutional and recurrent neural networks. Neurocomputing, 272, 432–438. https://doi.org/10.1016/j.neucom.2017.07.012

Wengel, Y., Ma, L., Ma, Y., Apollo, M., Maciuk, K., & Ashton, A. S. (2022). The TikTok effect on destination development: Famous overnight, now what? Journal of Outdoor Recreation and Tourism, 37, 100458. https://doi.org/10.1016/j.jort.2021.100458

Zhang, X., Feng, S., Peng, R., & Li, H. (2022). Using Structural Equation Modeling to Examine Pathways between Physical Activity and Sleep Quality among Chinese TikTok Users. International Journal of Environmental Research and Public Health, 19(9), 5142. https://doi.org/10.3390/ijerph19095142

Zhao, H., & Wagner, C. (2022). How TikTok leads users to flow experience: Investigating the effects of technology affordances with user experience level and video length as moderators. Internet Research. https://doi.org/10.1108/INTR-08-2021-0595

Zhu, C., Fong, L. H. N., Gao, H., & Liu, C. Y. N. (2022). When TikTok meets celebrity: An investigation of how celebrity attachment influences visit intention. Current Issues in Tourism, 1–15. https://doi.org/10.1080/13683500.2022.2097058