The Effect of Educational Content and Information Quality on Learning Motivation through the Utilization of TikTok as a Learning Resource for Students of the Faculty of Economics and Business, Universitas Negeri Jakarta 2025

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Abstract. This study aims to analyze the effect of TikTok's educational content and information quality on student learning motivation through the use of TikTok as a learning resource. The method used is quantitative with data collection techniques through online surveys to 100 students of the Faculty of Economics and Business, Universitas Negeri Jakarta who have used the TikTok application. The data collected was analyzed using the SmartPLS 4.0 application. The results showed that TikTok's educational content and information quality had a direct influence on learning motivation and on the use of TikTok as a learning resource. However, the use of TikTok as a learning resource does not have a significant effect on student learning motivation. In addition, neither educational content nor the quality of TikTok information has a significant effect on learning motivation when mediated by the use of TikTok as a learning resource. These findings illustrate that although TikTok has potential as an educational medium, its effectiveness in increasing learning motivation is still limited and is influenced by various other factors.

Keywords: TikTok, Educational Content, Information Quality, Learning Motivation, Social Media, Students

INTRODUCTION

In the digital age, almost all aspects of daily life are intertwined with technology, including in the field of education. The advent of digitalization has facilitated broader and faster access to information through various digital platforms and devices, enriching the learning resources available to students. This shift allows students to learn not only from textbooks but also from diverse digital media, offering a more flexible approach to educational content in various forms, such as educational videos, animations, and informative infographics that are now increasingly available across platforms.

In education, creating engaging and innovative learning experiences is essential to maintain student motivation. As stated by (Fatimah et al., 2021), in an era of rapid technological development, there is a need for a unique, creative, and innovative learning process to attract and sustain student interest. One of the approaches increasingly adopted by students to support their learning is the use of social media as a learning resource, which is not only informative but also accessible anytime and anywhere. The availability of social media has made it easier to access information and learning, positioning it as a viable alternative in educational processes.

TikTok, a social media platform, has gained significant popularity, especially among Generation Z, and has become one of the most widely used applications in Indonesia in recent years. As of July 2024, Indonesia has approximately 157.6 million TikTok users, making it one of TikTok's largest markets. Initially launched by ByteDance in 2016, TikTok was known for short, creative videos, primarily for entertainment. However, it has increasingly been utilized as an effective educational tool, offering content in a concise and engaging format (Rizal et al., 2024). Many educators and content creators now use TikTok to share knowledge across various fields.

TikTok's ability to present complex information in an easily digestible format, with videos lasting between 15 and 60 seconds, makes it an ideal platform for quick and direct content delivery. TikTok's algorithm, which tailors content to users' interests, further enhances its educational potential. For

students, this means that frequently engaging with educational content results in more relevant recommendations, thus continually exposing them to subject-related information. Interactive features such as comments, duets, and stitches enable users to engage in discussions and add additional insights, further enriching the learning experience.

In surveys conducted as part of this study, students showed a high interest in career-related content on TikTok, including tips on interviews, CV creation, and recommended skills. Additionally, TikTok has become a popular platform for learning tips on writing and language skills, demonstrating its potential as a learning resource. According to a study by (Eky et al., 2022), TikTok educational content enhances learning motivation by presenting information in a brief, appealing, and easily understandable manner. Preliminary research further corroborates this, as students reported that educational TikTok videos motivate them to learn and explore new information.

However, despite its potential as an interactive, engaging, and easily accessible learning tool, the use of TikTok to enhance learning motivation also faces challenges. One of these challenges is the platform's algorithm, the For You Page (FYP), which recommends content based on user preferences. While this can be advantageous for students who engage with educational content, FYP can also prioritize entertaining or viral videos, which may distract students from their academic learning goals. Additionally, the accuracy of educational content on TikTok is not always guaranteed, as anyone can create and share content without academic validation, which could lead to misleading or oversimplified information (Jehapan, 2024).

The growing role of TikTok as a social media platform among young people presents new opportunities in education, particularly in utilizing it as an alternative learning source. Through its short and engaging video format, students can quickly access academic information in a manner suited to their visual and digital learning styles. However, the effectiveness of such content in motivating students depends not only on its presentation but also on the quality of the information provided. Information quality, including accuracy, relevance, completeness, and clarity, is crucial in ensuring that the content enhances learning motivation rather than hindering it.

Previous studies have shown significant support for the role of educational content on TikTok in enhancing student learning motivation. According to (Ramadhan et al., 2023), students perceive TikTok's educational content positively, with 88.72% agreeing that it improves their learning motivation. This finding is corroborated by Alda Eky Nur Kholifah (2022), who demonstrated that educational content on TikTok significantly boosts learning motivation and supports skill development, such as public speaking. Similarly, (Rodliyah et al., n.d.) found a positive correlation between the use of educational content on TikTok, specifically in mathematics, and student motivation, further highlighting the platform's potential as an educational tool.

This study is essential as the use of social media, particularly TikTok, as a learning resource continues to expand. It aims to analyze the impact of TikTok's educational content and information quality on student learning motivation and how TikTok can be optimized as an effective learning tool. Additionally, the study explores how students utilize TikTok's educational content in their daily academic activities. The findings of this research are expected to provide practical strategies for optimizing social media as an effective and adaptive learning resource for students.

LITERATURE REVIEW
Educational Content

Content delivery can be done directly through face to face (FTF) or indirectly through computer mediated communication (CMC) that utilizes internet media in the form of text, sound, and audio visual (Putri et al., 2022). Meanwhile, according to Potter & Perry (2009) in (Nurhayati, 2023) education is a process that is interactive and serves as a driver of learning activities. According to (Sari, 2024) educational content is a type of content that contains information or knowledge that can benefit anyone who watches the video. Meanwhile, according to Craven and Himle, 1996 in research (Nurbaiti & Nurjanah, 2018), educational content is an effort to increase the knowledge and skills of individuals and groups obtained through the learning process, whether conveyed in the form of data, design. facts, and other observations sourced from human experience or thought. In presenting educational content on TikTok, there are several indicators that influence it, namely the use of simple narratives, attractive visuals, interaction with the audience, consistent delivery, and the use of trends (Rahmah et al., 2024).

Information Quality

According to O'Briens (2005) cited in the journal (Dary & Pipit Fitiyah, 2023), information quality refers to the extent to which information has value for its users. When information has value, users will feel compelled to dig deeper into the importance of the information, which in turn encourages them to seek out the most effective and accurate media. Information quality is a benchmark and evidence of the persuasion effect contained in information (Marchella Audrey Marsanda et al., 2024). Furthermore, (Arif, 2023) argues that information quality is a key aspect in delivering messages that are relevant and useful to the audience. This ensures that the message conveyed can be well understood and has a positive impact on the recipient of the information. Quality information must fulfill three main elements that affect its quality level, namely accuracy, precision, timing, and relevance of information (Alika, 2022). In finding or disseminating information, it is important to pay attention to these three things. Then, according to (Sigalingging & Permatasari, 2021), there are several indicators used to assess the quality of this information, namely accuracy, completeness, uniqueness/nonredundancy, timeliness, and relevance.
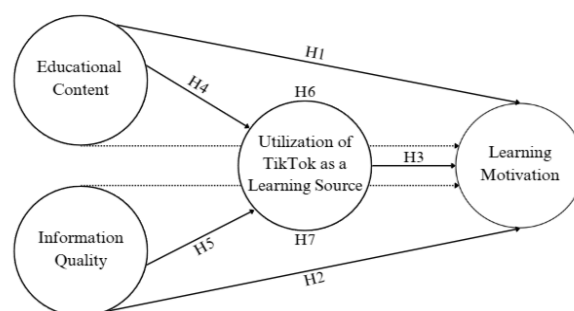
Learning Motivation

According to (Yogi Fernando et al., 2024), learning motivation is an encouragement from within a person that gives enthusiasm and direction in the learning process, so that the desired goals can be achieved. In general, according to (Elisa Maharani et al., 2024), learning motivation is a psychological state that encourages a person to engage in learning activities. The concept of learning motivation is supported by a number of theories that have been discovered by experts, including the hierarchy of needs theory by Abraham Maslow. Maslow's hierarchy of needs theory states that human needs can be divided into five levels arranged like a pyramid. Starting at the basic level, namely physiological needs, security needs, social needs, self-esteem needs, to the highest self-actualization needs (Imam, 2024). According to Legault in (Prathamie et al., 2022), explains that a person has an inner drive to continue to develop, understand himself more deeply, and accept new experiences. This impulse arises because of personal needs, desires, and interests, but still considers relationships with the surrounding environment and others. Learning motivation is influenced by several indicators according to Hamzah B. Uno in (Khosi'in, 2020), namely: the existence of a desire and desire to succeed, the existence of encouragement and needs in learning, the existence of future hopes and ideals, the existence of rewards in learning, and the existence of interesting activities in learning.

Utilization of TikTok as a Learning Source

According to (Ramadhan Lubis et al., 2024) learning resources are various kinds of sources that can be utilized by students to assist them in the learning process. Learning resources can be various things, such as data, information, people, or objects that can be used to support students in achieving their learning goals. In general, according to AECT (1977) and Bank (1990) in research (Aliah et al., 2024), learning resources can be divided into two types based on their type or origin. First, learning resources that are deliberately made to support the learning process (learning resources by design), such as textbooks, modules, visual aids, and audio programs. Second, learning resources that are not specifically prepared for learning, but can be utilized as needed. This type is known as learning resources by utilization. Examples can come from various things around the environment, such as community leaders, government institutions, places of worship, museums, zoos, even media such as newspapers, television, and movies. In using this learning resource, there are several indicators that influence it according to (Samsinar, 2019), namely in accordance with the objectives to be achieved, economical, practical and simple, easy to obtain and flexible.

Research Framework and Hypothesis

Figure 7. Research Hypothesis

Based on various studies and literature discussed previously, this study aims to examine in depth the effect of educational content (X1) and TikTok information quality (X2) on student learning motivation (Y), with the use of TikTok as a learning resource (Z) as an intervening variable at the Faculty of Economics and Business, Universitas Negeri Jakarta. To support these objectives, this study formulates seven main hypotheses. The first hypothesis (H1) states that there is an effect of TikTok educational content on student learning motivation. The second hypothesis (H2) states that the quality of TikTok information affects student learning motivation. The third hypothesis (H3) states that the use of TikTok as a learning resource has an influence on student learning motivation. The fourth hypothesis (H4) states that TikTok's educational content affects the use of TikTok as a learning resource. The fifth hypothesis (H5) states that the quality of TikTok information affects the use of TikTok as a learning resource. The sixth hypothesis (H6) states that TikTok educational content affects student learning motivation through the use of TikTok as a learning resource as an intervening variable. Finally, the seventh hypothesis (H7) states that TikTok information quality affects student learning motivation through the use of TikTok as a learning resource as an intervening variable. By formulating these hypotheses, the research is expected to provide a comprehensive picture of the contribution of TikTok as a learning medium for students.

METHODS

This study adopts a quantitative approach, which focuses on the collection and analysis of numerical data. The data used in this research is obtained through a survey method using primary data, which is directly collected from respondents via an online questionnaire. The questionnaire is distributed online using Google Forms to facilitate the data collection process. In this study, the population consists of all students from the Faculty of Economics and Business at the Universitas Negeri Jakarta who use the TikTok application. The focus of the study includes TikTok educational content, information quality, learning motivation, and the utilization of TikTok as a learning resource. For this study, the sample consists of 100 active students from the Faculty of Economics and Business at Universitas Negeri Jakarta who use the TikTok application. Data is collected through the distribution of a closed-ended online questionnaire to students of the Faculty of Economics and Business who use the TikTok application. The questionnaire is designed to gather data on the impact of TikTok educational content and information quality on students learning motivation and the use of TikTok as a learning resource. As a closed-ended questionnaire, respondents can only choose from the provided options, allowing the researcher to measure responses quantitatively and consistently. The data analysis method used in this study is SmartPLS version 4.0, a multivariate statistical approach based on Partial Least Squares Structural Equation Modeling (PLS-SEM). This technique allows the researcher to analyze the relationships between multiple independent and dependent variables simultaneously, and it is capable of handling data with relatively small sample sizes and non-normal distributions.

RESULT AND DISCUSSION

All indicators for each construct, namely X1, X2, Y, and Z, show factor loading values above the minimum threshold of 0.70. This indicates that each indicator has a strong contribution to explaining the construct it represents. The indicator with the highest loading value is Y4, with a score of 0.857, while the lowest loading value is Z4, at 0.705. All of these outer loading values meet the minimum requirement for convergent validity, meaning that all indicators are valid and can be retained in the

measurement model.

An instrument is considered reliable if re-measurement of the same questionnaire results in relatively consistent or stable data. In this study, reliability testing was performed using SmartPLS software with the statistical approach of Cronbach's Alpha. A construct is considered to meet the reliability criteria if the values of Cronbach's Alpha and Composite Reliability are greater than 0.70, indicating that the indicators within the construct have good internal consistency. Based on the reliability analysis results, it can be concluded that the four constructs in this study, Educational Content (X1), TikTok Information Quality (X2), Learning Motivation (Y), and TikTok Utilization as a Learning Resource (Z), demonstrate excellent reliability. All Cronbach's Alpha values for each construct are above the minimum threshold of 0.70, with X1 at 0.877, X2 at 0.846, Y at 0.878, and Z at 0.821. These values indicate that each indicator within these constructs has high internal consistency in measuring the intended variables.

Based on the analysis of the multicollinearity assumption conducted through the examination of the Variance Inflation Factor (VIF) values in the SmartPLS output, all independent variables in this regression model have VIF values below 10. The highest value was found in the indicator X1.2 at 2.581, while the lowest value was recorded for indicator Z4 at 1.511. This range of values indicates that there is no significant multicollinearity issue among the independent variables, as no indicator shows high correlation with others. This means that each independent variable in the model can stand on its own without excessive influence from one another.

Based on the discriminant validity test using the Fornell-Larcker Criterion, it can be concluded that each construct in this research model has met the criteria for discriminant validity. Discriminant validity is considered fulfilled when the square root of the Average Variance Extracted (AVE) for each construct is greater than the correlation value between that construct and others, as indicated in the same row and column. This can be seen in the diagonal values of the table: X1 at 0.818, X2 at 0.787, Y at 0.820, and Z at 0.764. These four values are all higher than the correlations with other constructs. Thus, it can be concluded that all constructs in this study, X1 (Educational Content), X2 (Information Quality), Y (Learning Motivation), and Z (Utilization of TikTok as a Learning Resource), have demonstrated good discriminant validity.

The R-Square analysis shows that the model explains 72.6% of the variance in learning motivation (Y) and 61.1% of the variance in TikTok utilization as a learning resource (Z). The small difference between R-Square and Adjusted R-Square values indicates that the model is stable and does not suffer from overfitting. The high R-Square values confirm that educational content and TikTok information quality significantly impact students learning motivation, supporting both the theoretical and practical contributions of the study.

The F-Square analysis shows that Educational Content (X1) has a moderate to large impact (0.272) on Learning Motivation (Y), while TikTok Information Quality (X2) has a moderate impact (0.151) on Learning Motivation. Educational Content (X1) has a small effect (0.084) on TikTok Utilization as a Learning Resource (Z), while Information Quality (X2) strongly influences TikTok utilization (0.421). TikTok Utilization (Z) has a small effect (0.054) on Learning Motivation. Overall, both Educational Content and Information Quality significantly influence learning motivation, with Information Quality playing a larger role in driving TikTok usage and Educational Content having a stronger direct impact on motivation.

Table 11: Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.404	0.389	0.090	4.496	0.000
X1 -> Z	0.258	0.251	0.115	2.238	0.025
X2 -> Y	0.345	0.360	0.112	3.089	0.002
X2 -> Z	0.576	0.585	0.101	5.704	0.000
Z -> Y	0.195	0.194	0.111	1.756	0.079

The path coefficient analysis revealed several key findings regarding the influence of TikTok content and information quality on student learning motivation and the utilization of TikTok as a learning resource. The path coefficient for Educational Content on TikTok (X1) influences Learning Motivation

(Y) relationship is 0.404, with a T-statistic of 4.496 and a P-value of 0.000, indicating a positive and significant impact. This suggests that engaging educational content on TikTok can directly enhance student learning motivation. Previous research by (Eky et al., 2022) supports this finding, showing a significant positive relationship between educational content on TikTok and increased learning motivation. The path coefficient for Educational Content on TikTok (X1) influences the Utilization of TikTok as a Learning Resource (Z) is 0.258, with a T-statistic of 2.238 and a P-value of 0.025, indicating a significant positive impact. This means that higher-quality educational content increases the likelihood of students using TikTok as a learning resource. (Saepul Anwar et al., 2024) found similar results, indicating that educational content on TikTok significantly influences its use as a learning tool.

The path coefficient for TikTok Information Quality (X2) influences Learning Motivation (Y) relationship is 0.345, with a T-statistic of 3.089 and a P-value of 0.002, indicating a positive and significant effect. High-quality information on TikTok accurate, relevant, and comprehensive enhances students learning motivation. (Marchella Audrey Marsanda et al., 2024) also confirmed a significant positive effect of TikTok's information quality on learning motivation. The path coefficient for TikTok Information Quality (X2) influences the Utilization of TikTok as a Learning Resource (Z) relationship is 0.576, with a T-statistic of 5.704 and a P-value of 0.000, showing a significant and dominant effect. This indicates that TikTok's information quality is a major driver of students' use of TikTok as a learning resource. Research by (Frizka et al., 2023) supports this, finding that information quality significantly impacts TikTok's utilization for educational purposes. The path coefficient Utilization of TikTok as a Learning Resource (Z) does not significantly affect Learning Motivation (Y) is 0.195, with a T-statistic of 1.756 and a P-value of 0.079, indicating an insignificant effect. This suggests that merely using TikTok as a learning resource is not sufficient to significantly enhance learning motivation. (Bujuri et al., 2023) found similar results, showing no significant impact of TikTok utilization on student motivation.

Table 12: Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Z -> Y	0.050	0.053	0.043	1.183	0.237
X2 -> Z -> Y	0.112	0.109	0.062	1.801	0.072

Regarding the indirect effects, of the TikTok educational content variable on learning motivation through the use of TikTok as a learning resource, obtained an original sample (O) value of 0.050, a T-statistic value of 1.183 and a P-value of 0.237. Because the p value> 0.05, it can be concluded that the indirect effect of educational content on learning motivation through the use of TikTok as a learning resource is not statistically significant. Although in theory educational content on TikTok has the potential to encourage the use of the platform as a learning resource, in this study, educational content is not strong enough or not optimally utilized by students to increase learning motivation indirectly. This finding is in line with the results of previous studies by (Yuja & Wirdati, 2024), (Aini et al., 2023), and (Maida et al., 2024), which prove that there is no significant influence between educational content and learning motivation through the use of TikTok as a learning resource.

Similarly, the indirect effect of TikTok Information Quality (X2) on Learning Motivation (Y) through TikTok Utilization (Z), shows that the original sample (O) value is 0.112, the T-statistic value is 1.801, while the P-value is 0.072. Because the p-value > 0.05, the indirect effect is statistically insignificant. So, there is not strong enough evidence to state that the quality of TikTok information can indirectly affect student learning motivation through the use of TikTok as a learning resource. This finding is in line with the results of previous studies (Anggi et al., 2024), (Barokah et al., 2025), and (Novita & Rahmawati, 2024).

CONCLUSION

The results of the study reveal that TikTok's educational content has a significant positive effect on student learning motivation. Additionally, educational content influences the use of TikTok as a learning resource, though the impact is moderate. TikTok's information quality also plays a significant role in both learning motivation and the use of TikTok as a learning resource. However, the utilization

of TikTok as a learning resource does not significantly affect learning motivation. Moreover, the indirect effects of educational content and information quality on learning motivation through TikTok utilization were found to be insignificant, indicating that TikTok's role as a primary learning tool needs further improvement. Future research should consider expanding the variables studied, such as including factors like active student engagement, specific educational content types, and perceptions of social media effectiveness in learning. A mixed-methods approach could offer deeper insights, and involving a more diverse sample would enhance the generalizability of the findings.

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