Tiktok Application: A Study of Student Learning Concentration

Khairana Filzah Faradis

Institut Ilmu Al-Qur'an (IIQ) Jakarta
Ir. H. Juanda Street No. 70, Pisangan, East Ciputat,
South Tangerang City, Banten 15419
Email: khairanafilzah15@gmail.com

Reksiana

Institut Ilmu Al-Qur'an (IIQ) Jakarta
Ir. H. Juanda Street No. 70, Pisangan, East Ciputat,
South Tangerang City, Banten 15419
Email: reksiana@iiq.ac.id

Abstract: Lack of concentration in learning causes a decrease in the quality of learning, so it needs to be improved to improve student learning. This study aims to determine the learning concentration of students of the Tarbiyah Faculty of the Institute of Al-Qur'an Science (IIQ) Jakarta, which is influenced by the use of the TikTok application. With this, researchers can determine whether or not there is an effect on using the TikTok application. This research includes quantitative research with a descriptive method. The population in this study was 596 students, and the objects were all students of the Tarbiyah Faculty of the Institute of Al-Qur'an (IIQ) Jakarta, with a total sample of 86 people. The data collection technique uses a questionnaire. The results showed that, in the simple linear regression test, there was an influence between the X variable and the Y variable. That is <0.05= 0.007. It means that if the significance value is less than 0.05, it can be declared significant. Based on the result, the use of the TikTok application contributes 7.1% to the level of concentration in student learning, and other factors influence the rest.

Keywords: Concentration of Learning; Intensity; TikTok Application

Abstrak: *Kurangnya konsentrasi belajar menyebabkan menurunnya kualitas belajar, sehingga hal tersebut perlu ditingkatkan agar belajar mahasiswa lebih baik lagi. Penelitian ini bertujuan untuk mengetahui konsentrasi belajar mahasiswa Fakultas Tarbiyah Institut Ilmu Al-Qur'an (IIQ) Jakarta yang dipengaruhi oleh penggunaan aplikasi TikTok. Dengan ini peneliti dapat mengetahui ada atau tidaknya pengaruh penggunaan aplikasi TikTok. Penelitian ini termasuk penelitian kuantitatif dengan metode deskriptif. Populasi pada penelitian ini sebanyak 596 mahasiswa, yang dijadikan objek adalah seluruh mahasiswa Fakultas Tarbiyah Institut Ilmu Al-Qur'an (IIQ) Jakarta dengan jumlah sampel 86 orang. Adapun teknik pengumpulan datanya menggunakan angket atau kuesioner. Hasil penelitian menunjukkan bahwa, pada uji regresi linier sederhana terdapat pengaruh antara variabel X dengan variabel Y. Yaitu < 0,05 = 0,007. Artinya jika nilai signifikansi kurang dari 0,05 dapat dinyatakan signifikan. Dan dapat diketahui pula bahwa penggunaan aplikasi TikTok memberikan kontribusi 7,1% dalam tingkat konsentrasi belajar mahasiswa selebihnya dipengaruhi oleh faktor lain.*
Kata Kunci: Aplikasi TikTok; Konsentrasi Belajar; Intensitas

INTRODUCTION

Information technology in recent years has experienced such rapid development. This condition identifies changes in interaction using technology-based communication media. The internet and social media are among the main tools in the distribution of information today. Globally, it has changed the face of the media as a whole.

Along with technological advances, there are many media that humans can use as communication tools and social media that can be easily accessed through the internet network. In general, the function of social media includes sharing messages with many social media users, namely in the form of news (information), images (photos), and video links. Social media not only can be accessed on computer devices but also applications on smartphones; it makes it easier for people to access social media anytime and anywhere (Rachmawaty, 2021).

In the current era of globalization, there are many positive and negative impacts. In other words, globalization can be said to be hope and can also be categorized as a great danger. Globalization is a process of international integration due to exchanging of worldviews, products, thoughts, and aspects of culture(Wayong, 2017). Globalization is defined as the process that produces a single world. The visible impact of globalization is increasingly sophisticated technology. The development in this era of globalization is very high with many of the latest technological innovations. A significant number of social media pop up with different versions and functions. So it makes people curious and want to try using various social media.

Based on data from "We Are Social" in November 2015, active social media users in Indonesia numbered 79 million. For social media sites, Facebook is the most accessed social media by 14% of the population of social network users in Indonesia, followed by Whatsapp in the first order for the chat application category (Ilahin, 2022).

In today's digital era, blogs, Wikipedia, and social networks are the most common and frequently used forms of social media by humans in this world. Social networks are the most famous mediums in the social media category, such as Facebook, Twitter, WhatsApp, Line, Skype, Telegram, Instagram, Path, TikTok, and others. However, in this study, researchers will focus on one social media, namely the TikTok application.

TikTok is an application that provides unique and interesting special effects that its users can use easily to create short videos with excellent results that can be showcased to friends or other users(Susilowati, 2018). This short video social application has a lot of music support so that its users can perform with dance, freestyle, and much more so that it encourages the creativity of its users to

become content creators (Palahudin & Ruswandi, 2021).

According to a survey organized by the Indonesian Internet Service Providers Association, internet service users in Indonesia in 2016 reached 132.7 million people. When viewed by age, most internet users are 25-34 years old, which is 75.8% of all users. Meanwhile, the survey based on the most jobs that use the internet is students, which is 89.7%. In comparison, the internet content that is often accessed is social media, as much as 97.4%, comparable to 129.2 million humans. Based on this data, most social media users are students.

In Indonesia, the TikTok application was launched in May 2017(Firamadhina & Krisnani, 2020). Zhang Yiming's application is fairly successful. the intelligence firm of the sensor tower application explains that the number of TikTok installers is higher than Facebook, Instagram, Snapchat, and youtube in the US. It proves the success of the TikTok application. TikTok surpassed the four largest applications in daily downloads on September 29th, 2018, when 29.7% of downloads came on the TikTok application (Pratama & Muchlis, 2020). Until then, the app showed an increaseof 42.4% in downloads onOctober 30th. TikTok app downloads in the US also increased by 23.7% compared to October 2017.

It is almost certain that everyone with a cellphone, especially a smartphone category, has at least one of these social media accounts (Mirsadi et al., 2019)(Tindani, 2021). This condition certainly changes the way a person communicates and behaves in this digital era. It also changes the way of thinking and seeking and obtaining knowledge.

The presence of social media has influenced the activities carried out by society today. Along with the times, social media must be able to answer the needs of society, especially for students. Social media is expected to not only be able to change perspectives and behaviors in communication between friendships but must be able to improve students' quality of life in terms of behavior and quality of learning.

The influence of the use of social media itself is very diverse, both positive and negative impacts. The positive impacts caused, among others, can be easily by accessing and using social media too often, resulting in a lack of socialization with the surrounding environment, lack of concentration in learning, hostile behavior, and spreading hoax news.

It is in line with research conducted by Wydia Khristianty, et al.. They revealed that students used to use 3-4 hours using social media. The large duration of social media use causes students to experience insomnia which results in decreased concentration, lack of interest, and motivation to learn and even causes them to delay in attending the teaching and learning process at school (Sobri et al., 2019). This fact shows that in addition to causing insomnia in students, the intensity of social media use also disrupts students'

learning discipline. In Q.S Al-A'raf [7]:31, Allah Subhanahu wa Ta'ala says,

$$۞ يٰبَنِيْٓ اٰدَمَ خُذُوْا زِيْنَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ وَّكُلُوْا وَاشْرَبُوْا وَلَا تُسْرِفُوْاۚ اِنَّهٗ لَا يُحِبُّ الْمُسْرِفِيْنَ$$

That is to say, O posterity of Adam, wear your beautiful clothes on every (entering) mosque and eat and drink, but do not overdo it. Indeed, He does not like people who overdo it. (Al-A'raf/7:31)

Seeking friendship can be used as a promotional medium to communicate with friends. One of the hadiths stated that among the virtues of a person's Islamic goodness is that he leaves words and deeds that are not beneficial to him—excessive attention to something. A person abandons something that is not beneficial to him, and he does not want it not because of considerations of lust and desires of the soul but because of considerations of Islamic shari'a. The previous research is as follows: The use of TikTok applications as a learning medium demonstrates drama texts (Fatimah et al., 2021), TikTok as a learning medium Indonesian (Mana, 2021), TikTok application in improving the learning achievement of elementary school children (Asdiniah & Lestari, 2021), The Effect of TikTok on Student Learning Behavior (Zaputri, 2021), TikTok application its role in improving student learning achievement (Marini, 2019), TikTok application as a medium for learning Arabic (Ramadhan, 2020), TikTok application as a medium for learning English (Bahri et al., 2022). Based on the explanation of previous research, the TikTok application affects students' achievement, behavior, interests and learning motivation. The novelty of this research is that the TikTok application can increase the concentration of learning Islamic Education students, so the purpose of this study is to test the extent to which the tiktok application can increase the concentration of learning Islamic Education students.

RESEARCH METHOD

This type of research is quantitative with statistical methods, because it is the data between variables that explain the influence between them. The type of research method used is descriptive research. This study describes quantitative data obtained regarding the state of the subject or phenomenon of a population. This research was conducted at the Institute of Quranic Sciences (IIQ) campus on Jl. Ir Juanda No.70 Ciputat South Tangerang in February to July 2021. The population that researchers used for this research were students of the Tarbiyah Faculty of the Institute of Qur'an Sciences (IIQ) Jakarta, which amounted to 596 students. In this study, the researchers used a simple random sampling technique and the Slovin formula to obtain the number of samples to be studied.

Then the sample from this study is n=596: (1+596 (0.1)2) = 85.63. If rounded up, this study has 86 students of the Tarbiyah Faculty of the Institute of Qur'anic Sciences (IIQ) Jakarta.

The techniques and instruments in this study are:

1. Using questionnaires and a likert scale and taking 5 indicators taken from the theory allow respondents to answer statements from each item which outlines the five dimensions of service quality.

   a. TikTok Application Usage Instrument
   This scale consists of 25 items, 16 items, and nine unfavorable items. Then it is processed statistically using the SPSS version 25 program. The item can be said to be valid referring to the product moment table with a significant level of 5% which is 0.212. That is, there are 22 valid items left.

   b. Learning Concentration Instruments
   The scale consists of 25 items, 13 items, and 12 unfavorable items. Then it is processed statistically using the SPSS version 25 program. The item can be said to be valid referring to the product moment table with a significant level of 5% which is 0.212. That is, there are 22 valid items left.

2. Documentation
   The documents used in this study are about the backwardness of research objects, including the history of the campus's establishment, and the campus's vision and mission.

RESEARCH RESULT AND DISCUSSION

1. TikTok App

TikTok is an application that can provide special effects that users of this application can use easily to create short videos that can attract the attention of many people who see them. Video is among the most popular content for netizens globally, including in Indonesia. Video has become a new livelihood for millennials to profit from the ads on their video channels. Video has also become a new weapon for marketing as a brand communication strategy. TikTok's social media indicators can be classified as follows:

a. Internal motivation for accessing the TikTok application
b. Duration in accessing the TikTok application
c. Frequency of accessing the TikTok application
d. The direction of social media attitudes when learning
e. Interest in accessing social media
f. Targets to be achieved by accessing the TikTok application
g. Desire to access the TikTok application (Khairuni, 2016).

TikTok application is one of the applications that can be said to be an entertainer application. This application can also make the user known or famous. TikTok allows users to easily create short videos to share with friends and the world. Empowering creative thinking as a form of content revolution

makes this application a new benchmark for online content creators worldwide, especially Indonesia.

This app was launched in September 2016 and developed by a Chinese developer (Malimbe et al., 2021). ByteDance, the producer company of TikTok, acquired Musical.ly in 2018 and merged it with other apps to give birth to TikTok. ByteDance Inc expanded its business to Indonesia by launching a music video and social networking application called TikTok. TikTok set a record as the most downloaded application on mobile phones, with 315 million installations. ByteDance, which also has the Duoyin (Chinese version of TikTok) and Toutiao (a news service) applications, in 2019 recorded a double its revenue of USD 17 billion from the previous year of USD 7.4 billion.

The TikTok app provides a service that allows its users to create short videos accompanied by songs or lipsync videos and then upload them. From the beginning of the launch of this application until now, this application has been famous, especially among millennial children, school-age children, and students. They are commonly known as generation Z. Regarding the public's views on this application, and there are pros and cons. There are at least a few benefits of TikTok, first is a medium for showcases of unique and specific user creativity from both professional social media creators and ordinary people. Second, TikTok is a social media for talent scouts and creators or creators. Third, it is a place to seek popularity and a place for self-existence (Winaldy, 2022). Therefore, there are so many people currently who download the TikTok application. It is because, in the TikTok application, users can unwind with relaxation with entertainment nuances.

Some inappropriate content for children to see made this app once blocked on July 3rd, 2018. The Ministry of Communication and Informatics has been monitoring the application for a month and found a large number of reports complaining about the application, starting from July 3rd. Incoming reports reached 2,853 reports. The outbreak of the use of this application has caused concern for some parties, both users and connoisseurs. One of these concerns arises because of the popularity aspect of TikTok, either among children, teenagers, or adults. It is considered quite troubling. First, creative content or just plagiarized. TikTok itself creates a bubble feature on the types of watched videos. The impact is that there is a tendency for TikTok users to imitate. Second, many people follow the trend without understanding the content uploaded. Third, there is a bubble in generations today's youngsters, who often also refer to themselves as today's kids are stuttering in the real world. Bubble in this context has a meaning as a habit that overflows uncontrollably.

The bubble effect causes addiction to TikTok, and addiction to TikTok content seems to distance a person from the real world because they assume that with TikTok, the world is already in their grasp. Its users will lose hours

of socializing with the environment because they have spent time making TikTok videos.

a. Factors Affecting the Use of the TikTok App

According to Mulyana, in using TikTok, there are two factors: Internal and External Factors. Internal factors include personal feelings, attitudes, characteristics, prejudices, desires, attention (focus), learning processes, physical states, values and needs, interests, and motivations. External factors include family background, information obtained, knowledge, and surrounding needs, intensity, size, opposite, new and familiar things, or the unfamiliarity of an object.

1) Internal Factors

Internal factors are factors that come from within a person, such as feelings. The feeling is a spiritual state or psychiatric event we experience with pleasure or displeasure concerning a knowing and subjective event (Muslimah, 2019). According to Ahmadi, feelings are an internal factor influencing the use of the TikTok application. Because according to him, if someone feelings do not like or do not want to use this TikTok application, then someone will not use it.

Using media applications in a learning process, including the TikTok application, is one of the internal factors. Therefore, the use of social media, such as the TikTok application, is not only for entertainment but also to learn to interact and increase everyone's creativity.

2) External Factors

External factors influencing perception is family background, where discussing family problems means socio-economic concerns. Socio-Economic family affects a person's development. If people pay attention to the existence of a good economy, the material environment they face in the family can be interpreted as getting wider opportunities. The family background concerning socio-economics influences a person's social media use (Deriyanto & Qorib, 2019).

In Piaget's theory, people tend to build their knowledge from the information they get from the media, friends, and parents (Septiani & Ervina, 2015). People combine their experiences and observations to form knowledge and include new thoughts that they get from sources of information because the addition of information will develop their understanding of knowledge. The theory mentioned earlier can be concluded that there is a relationship between users of the TikTok application with the level of knowledge of individual users based on the amount of information they get from social media.

2. Study Concentration

According to the word's origin, concentration or concentrate (verb) means to concentrate; and in the noun form, concentration means concentration. Concentration is the concentration of the mind on something by sidelining other unrelated things. Students who concentrate on learning can be observed from some of their behaviors during the teaching and learning process.

The study's results stated that concentration is the concentration of attention in the process of behavior change in the form of mastery and use of knowledge contained in various fields of study (Aprilia et al., 2014). Based on the explanation above, concentration is a process of fully concentrating the mind on a certain object by leaving aside things that are not related to the object; concentration is carried out consciously by the individual by focusing the five senses on an object being observed. In the learning process, concentration is needed so that the learning process becomes optimal and minimizes the split of focus.

Learning concentration is the focus of students' attention on the learning process that takes place without doing anything else. Learning concentration is focusing on the lesson (Winata, 2021). The focus is on the content of the learning materials and the process of obtaining them.

If students cannot concentrate on studying, they cannot enjoy the learning process he performs. It is because they consider the subject difficult so that they cannot like it; they do not like the teacher for some reason, the atmosphere and place are unpleasant, or even the way the delivery is monotonous (Asmani, 2016) (Nurulhaq et al., 2019).

Ali ibn Abi Talib said, "*Aqbil 'ala sya'nik*" (confront your concentration on your affairs). This kind of thing is applied because humans have many shortcomings and weaknesses. Then the solution is to focus the problem on one part, and after this part is solved, it can move on to another part.

Concentration has a great influence on a student's learning. If students have difficulty concentrating, their learning will obviously be in vain because it will only waste energy, time, thoughts, and costs. A person who can learn well is a person who can concentrate well.

a. Characteristics of children who can concentrate on learning

The traits of students who can concentrate on learning are related to learning behaviors that include cognitive behavior, affective behavior, and psychomotor behavior. Because learning is a different activity in various learning materials. Learning concentration is not the same as learning behavior.

The classification of learning behaviors to know the characteristics of

students who can concentrate on learning is as follows:

1) Cognitive behavior, that is, behavior that concerns problems of knowledge, information, and problems of intellectual proficiency. In this cognitive behavior, students who have a concentration on learning can be demonstrated by the readiness for knowledge that can appear immediately when necessary, comprehensive in the interpretation of information, applying the knowledge gained, and able to carry out analysis and synthesis of the knowledge gained.

2) Affective behavior, that is, behavior in the form of attitudes and appreciation. In this behavior, students who have a concentration on learning can be shown by the presence of acceptance, that is, a certain level of attention, a response in the form of a desire to react to the material taught, expressing a view as an integration of a person's beliefs, ideas, and attitudes.

3) Psychomotor behavior, in this behavior, students who have concentration on learning can be indicated by the presence of appropriate limb movements or according to the teacher's instructions, as well as non-verbal communication such as facial expressions and meaningful movements.

4) Language behavior, in this behavior, students who concentrate on learning can be shown by the presence of language activities that are well coordinated and correct (Rochayati et al., 2020).

From the description above, the indicators of student learning concentration can be observed from several behaviors during the teaching and learning process, including:

1) Pay attention to actively every material the teacher presents by taking notes on necessary things, listening carefully, and asking questions when something is not understood.

2) Be able to respond and understand every subject matter, such as applying the learning delivered.

3) Always be active by asking questions and providing arguments about the subject matter presented by the teacher.

4) Answer well and correctly every question that the teacher gives.

5) The classroom is calm and non-rowdy when receiving the subject matter, not easily disturbed by external stimuli and students' interest in learning.

Supporting and Inhibiting Factors in Learning Concentration

1. Internal Factors Supporting Learning Concentration

   a. Physical

   The physical factor is something that affects the physical. Maintaining a healthy body is one way to maintain concentration in learning by resting,

eating, worshiping, and recreation.

      b. Spiritual

This factor also influences the concentration of learning by obeying worship as support for calmness and self-control. Having willpower that is not easily extinguished is one way to maintain learning concentration.

2. External Factors Supporting Learning Concentration
    a) It has a good environment that is free from loud and noisy sounds.
    b) Lighting should be sufficient so as not to interfere with vision.
    c) People around should support the calm atmosphere.

3. Internal Factors Inhibiting Learning Concentration
    a. Physical factors stem from a person's physical condition that is not, for example, drowsiness, hunger, respiratory problems, and the like.
    b. Spiritual factors, derived from one's mentality, can cause a disorder in concentration. For example, it is easy to get nervous, stressed, depressed, and the like.

4. External Factors
  a) Family
    Family is the essential educational medium. Parents often want their children to achieve excellent achievements, so the child is required to be perfect. Therefore, it often causes power to the object to be studied.
  b) Facilities and Infrastructure
  c) Milieu
  d) Learning Media
  e) Teaching Methods (Fitri, 2021)

Discussion

Analysis of the Effect of Using the TikTok Application on the Learning Concentration of Students of the Faculty of Tarbiyah, Institute of Qur'an Sciences (IIQ) Jakarta

a. Description of Tiktok App Usage

This descriptive analysis is used to find out the picture or description of data. Based on the results of the research, the respondent data are as follows:

A. Mean Value of TikTok App Usage

No. Item	Mean	Statements
X1	3,51	I access the TikTok application out of self-motivation
X2	2,95	I access the TikTok application for more than 30 minutes per day

X3	2,49	I access the TikTok application more than five times a day
X4	2,87	I use the TikTok application every day
X5	2,27	I access the TikTok application before entering the classroom
X6	2,29	I use the TikTok to discuss the coursework
X7	3,74	I use TikTok to find out the latest information
X8	2,01	I chose to access the TikTok application instead of studying
X9	1,78	I opened the TikTok application during class hours
X10	3,45	I was interested in the TikTok application
X11	2,92	I accessed the TikTok because I need it
X12	1,95	I could not go a day without accessing the TikTok application
X13	2,49	The TikTok application motivates me to study hard
X14	2,13	The TikTok application has had a significant influence on my academic grades
X15	2,12	TikTok helps me to increase my concentration in my study
X16	1,85	I access the TikTok application so that it is considered hitz and up
X17	3,01	I am indifferent to my friends who play media social media, including the TikTok application, during class hours because I will also open social media when I feel bored
X18	3,38	I like to play social media, including the TikTok application
X19	3,86	I use the TikTok application as a means to find useful entertainment
X20	1,12	I use the TikTok application to find videos that contain pornographic elements
X21	3,06	TikTok application is easier to use than other social media
X22	3,55	I feel that the pictures or videos posted on TikTok are very interesting

b. Description of Learning Concentration This descriptive analysis is used to find the description or description of data. Based on the results of the research, the respondent data are as follows :
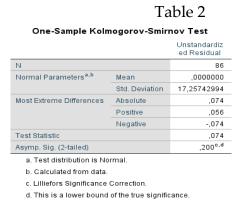
B.   The Mean Value of Learning Concentration

No.Item	Mean	Statements
Y1	2,93	I pay attention to the lecturer only at the beginning when the lecturer explains
Y2	3,48	I can explain again about a subject matter given by the lecturer
Y3	4,35	I pay attention to the other person when he is talking with me
Y4	3,35	I draw or scribble on books during class
Y5	4,69	I do assignments given by the lecturer
Y6	3,24	I'm embarrassed to ask the lecturer if I don't understand the subject matter
Y7	3,83	I can arrange my study schedule
Y8	3,00	If there is an assignment today, I will finish it today
Y9	3,86	I am confused about which task to do first when there are many tasks
Y10	3,33	I do the assignment myself without the help of others
Y11	2,36	I copy friends' work
Y12	4,63	I take care of the things I have
Y13	2,90	I can learn in any situation
Y14	4,47	I need a calm learning atmosphere

Y15	2,66	I understand the subject matter without having to take notes
Y16	3,40	I easily forget what I just learned
Y17	3,14	I find it difficult to conclude material that has just been taught
Y18	2,55	I daydream when the lecturer is giving directions
Y19	3,92	I don't leave the class when the lesson is in progress
Y20	4,43	I record important things when the lecturer explains
Y21	3,29	I like all courses

3. Classical Assumption Test Results

A classic assumption test is performed to determine whether the data has deviations. This classical assumption is made before performing a regression analysis in the form of a normality test using the SPSS version 25 program. The normality test results can be seen in table 2 as follows:

Table 2

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		86
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	17,25742994
Most Extreme Differences	Absolute	,074
	Positive	,056
	Negative	-,074
Test Statistic		,074
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the normality test, it is known that the significance value is $0.200 > 0.05$; it can be concluded that the residual value is normally distributed, so that the results of this analysis can proceed to regression analysis because the conditions of this classical assumption test are normally distributed. This research data is feasible to be used as research.

a. Results of Simple Linear Regression Equations

Simple linear regression analysis is used to predict or test the influence of a single free variable or independent variable on a bound variable or dependent variable. If the score of the free variable is known, then the bound variable can be predicted to be of magnitude. Decision-making in a simple regression test can refer to two things: by comparing the calculated t value with the t table, or by comparing the significance value with the probability value of 0.05.Membandingkan nilaisignifikansi dengan probabilitas 0,05:

a) If the significance value is not more than the probability value of 0.05, the free variable has a significant effect on the bound variable.

b) If the significance value is more than the probability value of 0.05, the free variable has no significant effect on the bound variable.

This study's simple linear regression test was performed with the SPSS version 25 program tool. The summary of the results of a simple linear regression test as to which the data in table 3 follows:

Table 3

Coefficients[a]

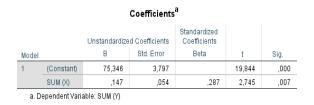| Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75,346	3,797		19,844	,000
	SUM (X)	,147	,054	,287	2,745	,007

a. Dependent Variable: SUM (Y)

Table 3 shows that the value of a= constant number of the unstandardized coefficient is known. In this case, the value is 75,346. This number is a constant number, meaning that if there is no Variable X (use of the TikTok application), the value of Variable Y (consistent concentration of learning) is 75,436. Value b= number of regression coefficients. Its value is 0.147. This figure means that with every addition of 1% of the usage rate of the TikTok application (X), the concentration of learning (Y) will increase by 0.147 or 14.7%.

The basis for decision-making in regression analysis by looking at the significance value (sig) is as follows:

1) If the significance value < 0.05, the free variable significantly affects the bound variable.

2) If the significance value > 0.05, the free variable has no significant effect on the bound variable.

Based on the output above, it is known that the significance value (sig) is 0.007 < 0.05, so it can be concluded that H0 is rejected and Ha is accepted, which means that "There is an influence of the use of the TikTok application on student learning concentration."

In addition to comparing with significance values (sig), researchers also make decisions in the t-test. The basis for decision-making in the t-test is:

1) If the value of t counts > from the t table, there is an influence on the use of the TikTok application on student learning concentration.
2) On the other hand, if the value of t count < from the t table, then there is no influence on the use of the TikTok application on student learning concentration.

Based on the output above, it is known that the calculated t value is 2.745 > from the t table, which is 1.988, it can be concluded that H0 is rejected and Ha is accepted, which means that "there is an influence between the use of the TikTok application on learning concentration." A calculated t value of 2.475 is considered greater than the table t value of 1.988 in a simple linear regression analysis.

To find out the magnitude of the influence of the use of the TikTok application on student learning concentration in a simple linear regression analysis, researchers can refer to the R Square or R2 values contained in the coefficient of determination test below.

4. Coefficient of Determination Test Results (R^2)

This coefficient of determination test is used to determine how much a free variable influences its bound variable. The following are the results of the R Square coefficient of determination test. It can be seen in the following table:

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,287[a]	,082	,071	8,88688

a. Predictors: (Constant), SUM (X)

Table 4 above explains the magnitude of the Adjusted R Square value of 0.071. From the output, it is understood that the free variable (use of the TikTok application) to the bound variable (learning concentration) is 7.1%. Obtained from the formula

Adjusted R Square by using the SPSS Version 25 program as follows:

$$R_a^2 = 1 - \left[(1 - R^2) \left(\frac{n-1}{n-p-1} \right) \right] = \left[1 - \frac{p-1}{n-1} \left(\frac{SSE}{SST} \right) \right]$$
$$= 1 - \frac{MSE}{SST/p - 1},$$

Based on the formula above, the value of the coefficient of determination is obtained which states that there is a relationship between the use of the TikTok application to the learning concentration of 7.1%. At the same time, the rest is influenced by other variables that are not studied.

CONCLUSION AND IMPLICATION
Conclusion

Regarding the concentration of study, students of the Faculty of Tarbiyah, Institute of Qur'an Sciences (IIQ) Jakarta have a high level of aspects. It means that the concentration of learning is not only obtained from the use of the Tiktok application. Based on the indicators of giving attention, being able to focus, paying attention and respect, following the lecturer's instructions, managing tasks, not being lazy to do tasks, being able to guard goods, and not being easily disturbed by noise. Indicators that can be categorized in the high category are indicators that are not lazy to do tasks. So this proves that students of the Tarbiyah Faculty of the Institute of Qur'an Sciences (IIQ) Jakarta will still do assignments even though the intensity of using the TikTok application is frequent.

Based on the analysis results using the data processing method through the help of SPSS version 25, it can be concluded that there is an influence between the use of the TikTok application and the concentration of student learning as shown by data of 0.007 < 0.05 is declared significant. It can also be known that the use of the TikTok application has a positive influence of 7.1% in learning concentration, while the rest is influenced by other variables that were not studied in this study.

Implication
The implications of this study explain that the TikTok application can increase the students' concentration on Islamic Education learning as long as the TikTok content provides educational meaning to learning activities so that Islamic Education learning is applied effectively and efficiently.

REFERENCES

Aprilia, D., Suranata, K., & Ketut Darsana. (2014). Penerapan Konseling Kognitif Dengan Teknik Pembuatan Kontrak (Contingency Contracting) Untuk Meningkatkan Konsentrasi Belajar Siswa Kelas X TKR1 SMK Negeri 3 Singaraja. *Jurnal Undiksa Jurusan Bimbingan Konseling*, 2(1), 2–3.

Asdiniah, E. N. A., & Lestari, T. (2021). Pengaruh Media Sosial Tiktok terhadap Perkembangan Prestasi Belajar Anak Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *5*(Vol. 5 No. 1 (2021): 2021), 1675–1682.

Asmani, J. M. (2016). *Tips Efektif Cooperative Learning: Pembelajaran Aktif, Kreatif, dan Tidak Membosankan*. Diva Press.

Bahri, A., Damayanti, C. M., Helena Sirait, Y., & Alfarisy, F. (2022). Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia. *Jurnal Indonesia Sosial Sains*, 3(1), 120–130. https://doi.org/10.36418/jiss.v3i1.525

Deriyanto, D., & Qorib, F. (2019). Persepsi Mahasiswa Universitas Tribhuwana Tunggadewi Malang Terhadap Penggunaan Aplikasi Tik Tok. *Jurnal Ilmu Sosial Dan Ilmu Politik (JISIP), 7*(2), 77.

Fatimah, S. D., Hasanudin, C., & Amin, A. K. (2021). Pemanfaatan Aplikasi Tik Tok sebagai Media Pembelajaran Mendemonstrasikan Teks Drama. *Indonesian Journal Of Education and Humanity*, 1(2), 120–128.

Firamadhina, F. I. R., & Krisnani, H. (2020). Perilaku Generasi Z Terhadap Penggunaan Media Sosial Tiktok: TikTok Sebagai Media Edukasi dan Aktivisme. *Share: Social Work Journal*, 10(2), 199–208. https://doi.org/https://doi.org/10.24198/share.v10i2.31443

Fitri, M. (2021). Pengaruh Kreativitas Guru dan Konsentrasi Belajar Terhadap Hasil Belajar PAI Siswa di SMP Lancang Kuning Dumai. *Jurnal Tamaddun Ummah*, 1(1), 19–28.

Ilahin, N. (2022). Pengaruh Pengunaan Media Sosial Tik-Tok terhadap Karakter Siswa Kelas V Madrasah Ibtidaiyah. *IBTIDA*, 3(1), 112–119. https://doi.org/https://doi.org/10.37850/ibtida.v3i1.300

Khairuni, N. (2016). Dampak Positif dan Negatif Sosial Media terhadap Pendidikan Akhlak Anak (Studi Kasus di SMP Negeri 2 Kelas VIII Banda Aceh). *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 2(1), 91. https://doi.org/10.22373/je.v2i1.693

Malimbe, A., Waani, F., & Suwu, E. A. A. (2021). Dampak Penggunaan Aplikasi Online Tiktok (Douyin) Terhadap Minat Belajar di Kalangan Mahasiswa Sosiologi Fakultas Ilmu Sosial Dan Politik Universitas Sam Ratulangi Manado. *Jurnal Ilmiah Society*, 1(1), 1–10.

Mana, L. H. A. (2021). Respon Siswa Terhadap Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Indonesia. *JIRA: Jurnal Inovasi Dan Riset Akademik*, 2(4), 428–429. https://doi.org/10.47387/jira.v2i4.107

Marini, R. (2019). Pengaruh Media Sosial Tik Tok Terhadap Prestasi Belajar Peserta didik. In *polGov* (p. 101).

Mirsadi, M., Nurhasanah, N., & Nurbaity, B. (2019). Penggunaan media sosial dan kaitannya dengan interaksi sosial Siswa SMP Negeri 4 Banda Aceh. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 4(1), 29–39.

Muslimah, S. (2019). Analisis Novel "Assalamualaikum Calon Imam" Karya Ima Madiniah (Aspek Psikologis). *Jurnal Pembahsi (Pembelajaran Bahasa Dan Sastra Indonesia)*, 9(1), 75. https://doi.org/10.31851/pembahsi.v9i1.4247

Nurulhaq, D., Fikri, M., & Syafaatunnisa, S. (2019). Etika guru PAI menurut

Imam Nawawi (analisis ilmu pendidikan Islam). *Atthulab: Islamic Religion Teaching and Learning Journal*, 4(2), 133–143.

Palahudin, P., & Ruswandi, U. (2021). Inovasi Pembelajaran PAI Berbasis Online dengan Model Assure. *JIPAI: Jurnal Inovasi Pendidikan Agama Islam*, 1(1), 1–11.

Pratama, S., & Muchlis, M. (2020). Pengaruh aplikasi tik tok terhadap ekspresi komunikasi mahasiswa universitas islam negeri (uin) sunan ampel surabaya tahun 2020. *INCARE, International Journal of Educational Resources*, 1(2), 102–115.

Rachmawaty, A. (2021). Optimasi Media Sosial Dalam Meningkatkan Penjualan di Masa Pembatasan Sosial Berskala Besar. *Tematik : Jurnal Teknologi Informasi Komunikasi (e-Journal)*, 8(1), 29–44.

Ramadhan, R. (2020). Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Arab Baru di Zaman Digital. *Multaqa Nasional Bahasa Arab III*, 3(1), 523–537.

Rochayati, F., Nurjan, S., & Aryanto, A. (2020). Pengaruh Pengelolaan Kelas Belajar Homogen Terhadap Konsentrasi Belajar Peserta Didik Di Mi Darul Fikri Ponorogo. In *TARBAWI:Journal on Islamic Education* (Vol. 1, Issue 2, p. 115). https://doi.org/10.24269/tarbawi.v1i2.584

Septiani, S., & Ervina, A. (2015). Hubungan jenis kelamin dan sumber informasi dengan pengetahuan remaja mengenai penyakit menular seksual (PMS). *E-Jurnal Obstretika*, 3(1), 33–46.

Susilowati, S. (2018). Pemanfaatan aplikasi Tiktok sebagai personal branding di instagram (studi deskriptif kualitatif pada akun@ bowo_allpennliebe. *Jurnal Komunikasi*, 9(2), 176–185.

Tindani, N. K. (2021). Efektifitas Pembelajaran: Studi pada Mentoring PAI STMIK JABAR. *JIPAI: Jurnal Inovasi Pendidikan Agama Islam*, 1(1), 66–82.

Wayong, M. (2017). Menuju Era Globalisasi Pendidikan: Tantangan dan Harapan bagi Perguruan Tinggi di Tanah Air. *Inspiratif Pendidikan*, 6(2), 219. https://doi.org/10.24252/ip.v6i2.5223

Winaldy, R. (2022). *Kinerja Pelayanan Kesehatan Berbasis Home Care Dan Telemedicine Ambulance Laut Di Kota Makassar= Performance of Health ….*

Winata, I. K. (2021). Konsentrasi dan Motivasi Belajar Siswa terhadap Pembelajaran Online Selama Masa Pandemi Covid-19. *Jurnal Komunikasi Pendidikan*, 5(1), 13. https://doi.org/10.32585/jkp.v5i1.1062

Zaputri, M. (2021). *Dampak Kecanduan Media Sosial Tik Tok Terhadap Perilaku Belajar Mahasiswa Bimbingan Dan Konseling Iain Batusangkar*.