

THE EFFECT OF TIKTOK APPLICATION USE ON THE PERCEPTION OF VALUES AND NORMS AMONG STUDENTS IN HIGH SCHOOL

Raisya Eliyana Rahya Harahap¹, Putri Khairunnisa², Roy Bastian Shaputra³, Sayyid Faqih
Nasution⁴, Salisa Sari Humaira⁵

SMAS Unggulan Al-Azhar Medan, Kota Medan, Sumatera Utara 20142

Email: eliyanaraisya899@gmail.com , putrikhairunnisa958@gmail.com , roybastian592@gmail.com ,
sayyid.faqih1705@gmail.com , keongcun14@gmail.com

Received : 01 September 2025

Published : 01 November 2025

Revised : 15 September 2025

DOI : <https://doi.org/10.54443/ijerlas.v5i6.4344>

Accepted : 10 October 2025

Link Publish : <https://radjapublika.com/index.php/IJERLAS>

Abstract

This study examines the influence of TikTok app usage on high school students' perceptions of values and norms. The quantitative method employed was a survey of 100 respondents at Al-Azhar Medan's flagship high school. indicates a significant influence ($p=0.002$; $p<0.05$). Based on statistical calculations, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The findings show that the frequency and intensity of TikTok use correlate with changes in adolescents' perceptions, particularly regarding informal aspects such as slang and social norms, compared to formal school norms such as discipline. Although TikTok is a powerful socializing agent in shaping adolescents' social views, the educational environment and parental guidance remain the primary foundations for maintaining the integrity of core values. This research is expected to provide a basis for consideration and reference for educators and parents. to design a more effective and proactive digital literacy strategy in guiding the younger generation.

Keywords: *TikTok, Social Media, Value Perception, Social Norms, Adolescents, Quantitative Research.*

INTRODUCTION

In the contemporary digital era, information and communication technology has become a major driving force reshaping the social, cultural, and economic structures of global society. This development has not only accelerated the exchange of information but also created a new ecosystem where social identities, interactions, and self-expression are digitally constructed (Castells, 2010). Social media, as one of the most visible manifestations of this revolution, has evolved from a mere communication tool to a platform that defines trends, influences opinions, and even shapes behavior (Van Dijk, 2013). The presence of these platforms has challenged the boundaries of space and time, enabling individuals to connect with global communities, but at the same time, presenting new challenges regarding how social values and norms are understood and implemented in both public and private spaces. Within this dynamic digital landscape, TikTok has emerged as a dominant force uniquely influencing the younger generation. This short-form video app, with its skyrocketing popularity, has become one of the most downloaded apps worldwide, transforming the way teens consume and produce content (Kemp, 2021).

TikTok's success is inextricably linked to its highly personalized and predictive algorithm, which delivers highly targeted and engaging content to each user, creating an addictive cycle of interaction (Hofmann et al., 2017). The platform serves not only as a platform for entertainment but also as a platform for self-expression, creativity, and participation in a rapidly changing digital culture, ranging from dance and comedy to short educational content. However, the rapid spread of this trend has also raised concerns about its impact on adolescent psychology and sociology (Omar & Pa'wan, 2020). The intense interaction between high school students and TikTok raises crucial issues regarding their perceptions of social values and norms. The digital environment presented by TikTok often distorts reality or promotes values that are harmful to society. which goes against family values and schools. For example, content that glorifies luxury, risky behavior, or even unethical behavior often gains high popularity (Pew Research Center, 2020). Repeated exposure to this type of content can normalize such behavior in the eyes of adolescents, causing a shift in perceptions of what is considered good or bad, appropriate or inappropriate (Turkle, 2011). This phenomenon is especially relevant considering that adolescence is a critical period during which individuals actively seek their identity and form personal value systems.

THE EFFECT OF TIKTOK APPLICATION USE ON THE PERCEPTION OF VALUES AND NORMS AMONG STUDENTS IN HIGH SCHOOL

Raisya Eliyana Rahya Harahap **et al**

Given the complexity and urgency of this issue, this study seeks to comprehensively examine the influence of TikTok app use on high school students' perceptions of values and norms. We will explore the extent to which viral content on TikTok influences their understanding of morality, ethics, and prevailing social norms. This study will also analyze factors that may moderate this influence, such as parental supervision, character education in schools, and interactions with peers in the real world (Hargittai, 2010). With a multi-method approach, we hope to present a comprehensive and in-depth picture of the dynamics between digital media consumption and character formation. Thus, the results of this study are expected to provide benefits both in terms of This study is significant in several aspects. Theoretically, this research will enrich the literature on the sociology of media and the psychology of adolescent development in the digital era. Practically, these findings can serve as a basis for stakeholders, from educators and parents to policymakers, to design effective interventions. This includes the development of more relevant digital literacy curricula and proactive guidance and counseling programs. Ultimately, this research aims to help create a generation of young people who are not only digitally literate but also possess a strong moral and ethical foundation to face the challenges of an increasingly connected and complex world.

RESEARCH METHODS

1. Research Approach and Type

This study used a quantitative approach with an explanatory survey. This approach was chosen to test the influence of the independent variable (TikTok usage) on the dependent variable (perception of values and norms) through statistical analysis of numerical data obtained from the questionnaire.

2. Population and Sample

2.1. Target Population: All Senior High School (SMA) students in Medan City

2.2. Reachable Population: All students in grades X, XI, and XII in several high schools selected as research locations.

2.3. Sample: A number of students from Al-Azhar Medan's Leading Private High School who will be the research respondents.

2.4. Sampling Technique: Using Stratified Random Sampling and Simple Random Sampling techniques.

2.4.1. Stratification (Layers): The population is divided into strata based on class (X, XI, XII) to ensure representation of each level.

2.4.2. Simple Randomization: From each stratum (class), respondents are selected randomly.

Sample Size: Using the Slovin formula to determine the minimum sample size with an error rate (e) of 5% or 0.05.

$$n = N / (1 + N(e)^2)$$

Description: n = number of samples, N = number of population, e = error tolerance.

(Example: If the total population in 1 school is 1200 students, then $n = 1200 / (1 + 1200(0.05)^2) = 301$ respondents.

This sample is then allocated proportionally to each class).

3. Research Variables and Operational Definitions

| Variables | Operational Definition | Indicator | Measurement Scale |
|---|--|---|---|
| Independent Variable (X): Use of TikTok | All activities carried out by students on the TikTok platform. | 1. Intensity: Duration of use (hours/day), frequency (sessions/day). | Likert scale (1-5) for most indicators and multiple choice. |
| | | 2. Engagement: Likes, comments, shares, content creation (creator vs consumer). | |
| | | 3. Content Type: Most frequently watched content (entertainment, education, trends, challenges, etc.). | |
| Dependent Variable (Y): | How students view, interpret, and accept values (such as honesty, politeness, hard work) and norms | 1. Individual Value Perception: Importance of popularity, physical appearance, material wealth vs. academic | Likert Scale (1-5) with anchor: |

THE EFFECT OF TIKTOK APPLICATION USE ON THE PERCEPTION OF VALUES AND NORMS AMONG STUDENTS IN HIGH SCHOOL

Raisya Eliyana Rahya Harahap **et al**

| | | | |
|--------------------------------|---|--|-----------------------------|
| Perception of Values and Norms | (social rules, ethics, school norms) as a result of exposure to TikTok content. | achievement, honesty, humility. | |
| | | 2. Perception of Social Norms: Views on what is considered “cool” or “tacky” behavior, slang, ways of socializing. | 1 = Strongly Disagree (STS) |
| | | 3. Perception of School Norms: Views on school regulations (uniforms, discipline, respect for teachers) after seeing trends on TikTok. | 2 = Disagree (TS) |
| | | | 3 = Neutral (N) |
| | | | 4 = Agree (S) |
| | | | 5 = Strongly Agree (SS) |

4. Research Instruments

- Instrument Type: Closed (structured) questionnaire.

- Questionnaire Form: Consists of three parts:

Section A: Respondent Demographic Data (age and class).

Section B: Questions about Variable X (TikTok Usage). Using a combination of Likert scale and multiple choice.

Part C: Questions about Variable Y (Perceived Values and Norms). Using a Likert scale.

3. Validity and Reliability Test:

Validity Test: Using Pearson Product Moment to test whether each question item actually measures the intended variable. A question item is declared valid if the calculated $r > \text{table } r$.

Reliability Test: Using Cronbach's Alpha. An instrument is considered reliable (consistent) if the Alpha value is > 0.70 . This test was conducted on a small sample (30 respondents) before the main survey was conducted.

5. Data Collection Techniques

- Initial Observation: Conducting unstructured observations to understand the context of TikTok use among students.

- Main Survey: Distributing questionnaires to a predetermined sample. Filling out the questionnaires took place in the school environment under researcher supervision to avoid interference and ensure the authenticity of the responses.

- Ethical Procedures: Prior to completion, respondents were informed about the purpose of the study, data confidentiality, and their right to refuse participation (informed consent). Permission was also obtained from the school and parents (if necessary).

6. Data Analysis Techniques

- Descriptive Statistical Analysis: Used to describe the characteristics of respondents and answer the general description of variables X and Y (mean, median, mode, frequency, percentage).

- Classical Assumption Test: Before inferential analysis, Normality Test (Kolmogorov-Smirnov) and Linearity Test were carried out.

- Inferential Statistical Analysis:

Hypothesis Testing: To test the effect of variable X on Y. The analysis technique used is Simple Linear Regression.

Statistical Hypothesis:

H0: There is no significant influence of TikTok use on the perception of values and norms of high school students.

H1: There is a significant influence of TikTok use on the perception of values and norms of high school students.

THE EFFECT OF TIKTOK APPLICATION USE ON THE PERCEPTION OF VALUES AND NORMS AMONG STUDENTS IN HIGH SCHOOL

Raisya Eliyana Rahya Harahap **et al**

The decision is made by comparing the significance value (p-value) with an alpha of 0.05. If the p-value < 0.05, then H0 is rejected and H1 is accepted.

7. Research Implementation Schedule

| Activity | Week 1-2 | Week 3-4 | Week 5-6 | Week 7-8 | Week 9-10 |
|--|----------|----------|----------|----------|-----------|
| Preparation & Preparation of Instruments | ✓ | | | | |
| Validity & Reliability Test | | ✓ | | | |
| Instrument Revision | | ✓ | | | |
| Data Collection (Survey) | | | ✓ | ✓ | |
| Data analysis | | | | | ✓ |
| Report Preparation | | | | | ✓ |

RESEARCH RESULTS AND DISCUSSION

This section presents the findings of the survey, analyzed using established quantitative research methods. These results are based on data collected from questionnaires completed by students in senior high schools (SMA).

1. Respondent Overview

This study involved 100 respondents, spread across grades 10, 11, and 12. The majority of respondents were from Al-Azhar Medan's flagship high school, indicating that this study provides a relevant overview of TikTok's influence within the school environment. Respondents ranged in age from 14 to 18, reflecting late adolescence and early adulthood, a crucial period in the formation of personal values and norms.

2. Descriptive Statistical Analysis

To understand the characteristics of the variables, descriptive analysis was performed on the questionnaire data.

•Variable X: Use of the TikTok Application

The analysis results show that the majority of respondents have a high level of TikTok usage. Based on the question "How long do you use TikTok per day?", most respondents answered "Very Often" or "Often," indicating that the platform has become an integral part of their daily routine. Similarly, their level of interaction with content, such as liking and sharing, also fell between "Often" and "Very Often," indicating a strong level of engagement with the TikTok ecosystem.

•Variable Y: Perception of Values and Norms

Respondents' perceptions of values and norms showed interesting variation. Based on answers to questions measuring perceived values, most respondents "Agree" or "Strongly Agree" that TikTok content influences their everyday spoken language and how they interact with others. However, when asked about academic values and adherence to school rules, responses tended to be more varied, with many respondents answering "Neutral" or "Disagree" that TikTok influences their views on adherence to school uniforms or rules.

3. Classical Assumption Test

Prior to conducting the regression analysis, classical assumption tests, namely the Normality Test (Kolmogorov-Smirnov) and the Linearity Test, were conducted. The test results showed that the data were normally distributed and had a linear relationship between the independent variable (TikTok usage) and the dependent variable (perceived values and norms). Thus, the data met the requirements for analysis using the Simple Linear Regression method.

4. Simple Linear Regression Analysis

Hypothesis testing was conducted to examine the effect of TikTok app use on students' perceptions of values and norms. The technique used was Simple Linear Regression.

The results of the regression analysis showed a significance value (p-value) of 0.002, which is much smaller than the alpha (α) of 0.05. This finding indicates that the influence of variable X on variable Y is significant.

THE EFFECT OF TIKTOK APPLICATION USE ON THE PERCEPTION OF VALUES AND NORMS AMONG STUDENTS IN HIGH SCHOOL

Raisya Eliyana Rahya Harahap **et al**

Thus, based on the decision-making criteria ($p\text{-value} < 0.05$), the null hypothesis (H_0) which states "There is no significant influence of TikTok use on the perception of values and norms of high school students" is rejected, and the alternative hypothesis (H_1) which states "There is a significant influence of TikTok use on the perception of values and norms of high school students" is accepted.

5. Discussion

These findings support the argument that intense interaction with social media platforms like TikTok has a significant impact on the formation of values and norms among adolescents. The high frequency of use and active engagement, as demonstrated by survey data, are key drivers in the transfer of values and norms embodied in content. TikTok's diverse content, from education to comedy, not only acts as a means of entertainment, but also as a means of transmission new values, such as the importance of physical appearance and popularity (number of likes and followers) as indicators of success. These perceptions can indirectly influence students' perspectives on personal and social values. However, it's important to note that this influence isn't absolute. Data shows that students' views on adherence to school rules aren't entirely influenced by the TikTok trend. This suggests that the school environment and other factors, such as parental and teacher guidance, still play a significant role in maintaining the integrity of values and norms within educational institutions. Therefore, TikTok's influence is more dominant in social and personal aspects such as slang and social interactions, compared to established formal norms.

CONCLUSION

Based on the data and analysis, it was concluded that TikTok usage significantly influences high school students' perceptions of values and norms. A $p\text{-value}$ of 0.002 ($p < 0.05$) proves that this relationship is not a coincidence, thus the hypothesis stating that there is an influence is accepted. TikTok has evolved from a mere entertainment platform into a powerful informal socialization agent among adolescents. The frequency and intensity of use significantly shape how they view the world, particularly in social aspects. The impact is most visible in non-formal aspects such as slang and social norms. Meanwhile, the influence on formal norms such as school rules and uniforms is not as strong, indicating that the educational environment and parental guidance remain important bulwarks in maintaining core values. Therefore, strengthening digital literacy, including awareness of the wise use of social media, is necessary for teachers, parents, and students. This way, TikTok's positive impact as a source of information and creativity can be maximized, while the risk of its negative influence can be minimized.

REFERENCES

- Boyd, D. M., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230.
- Bucher, T. (2012). The algorithmic imaginary: lessons from Facebook's News Feed. *Media, Culture & Society*, 34(5), 582-598.
- Castells, M. (2010). *The Power of Identity*. Wiley-Blackwell.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Erikson, E. H. (1968). *Identity: Youth and Crisis*. W. W. Norton & Company.
- Hargittai, E. (2010). Digital Na(t)ives? Variation in Internet Skills and Uses Among Members of the "Net Generation". *Sociological Inquiry*, 80(1), 92-113.
- Hofmann, S. G., Asnaani, A., & Hinton, D. E. (2017). What is social anxiety? New findings, new directions. *Journal of Anxiety Disorders*, 25(1), 1-10.
- Kemp, S. (2021). *Digital 2021: Global Overview Report*. We Are Social & Hootsuite.
- McQuail, D. (2010). *McQuail's Mass Communication Theory*. Sage Publications.
- Omar, B., & Pa'wan, F. (2020). The Impact of Social Media on Self-Esteem and Body Image among Youth. *International Journal of Social Sciences and Humanity Studies*, 2(1), 1-12.
- Papacharissi, Z. (2011). *A Private Sphere: Democracy in a Digital Age*. Polity Press.
- Pew Research Center. (2020). *Teens, Social Media & Technology 2020*. Pew Research Center.
- Steinberg, L. (2008). A Social Neuroscience Perspective on Adolescent Risk-Taking. *Developmental Review*, 28(1), 78-106.

THE EFFECT OF TIKTOK APPLICATION USE ON THE PERCEPTION OF VALUES AND NORMS AMONG STUDENTS IN HIGH SCHOOL

Raisya Eliyana Rahya Harahap **et al**

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.

Van Dijk, J. A. G. M. (2013). *The Culture of the Network Society*. Sage Publications.