

# E-BOOK OF EXTENDED ABSTRACT

## THE 14<sup>TH</sup> INTERNATIONAL INVENTION, INNOVATION & DESIGN COMPETITION 2025



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# EDUTOK ENGAGING YOUNG MINDS IN ISLAMIC BUSINESS TRANSACTIONS THROUGH TIKTOK

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## ABSTRACT

The rise of short-form video platforms has transformed digital content consumption, especially among Generation Z. TikTok, as a leading social media app, is an innovative platform for teaching Fiqh Muamalat, a branch of Islamic law concerning business transactions. This study investigates TikTok’s effectiveness as a learning tool for Fiqh Muamalat and examines students’ attitudes, perceived usefulness, and intention to use it for learning. Using a quantitative approach, data were collected from 126 undergraduate students enrolled in an “Introduction to Fiqh Muamalat” course via a structured questionnaire. Descriptive statistics, t-tests, Pearson correlation, and multiple regression analyses were employed. The findings reveal that students with a prior Islamic studies background held more favorable attitudes toward TikTok. A significant proportion (61.9%) followed TikTok accounts related to Fiqh Muamalat, with many valuing its creative, visually engaging content that reinforces classroom learning. Attitudes and perceived usefulness were strong predictors of students’ intention to use TikTok, explaining 42% of the variance. Institutional endorsement of TikTok content was also associated with increased engagement. While TikTok offers opportunities for active and relatable learning, challenges such as content authenticity and digital literacy remain. This study highlights the platform’s potential as a supplementary educational tool in Islamic legal studies and calls for structured integration with formal curricula to ensure theological accuracy and pedagogical effectiveness.

**Keyword:** TikTok, Generation Z, Fiqh Muamalat

## 1. INTRODUCTION

In the past decade, technological advancements have reshaped education, introducing innovative teaching approaches aligned with modern learners’ needs (Pertuz et al., 2023). Digital technologies, especially social media platforms like TikTok, are significantly influencing teaching practices (Williamson, 2021; Garg et al., 2021). TikTok, renowned for its AI-powered, user-generated short-form videos, has evolved beyond entertainment to become a medium for information dissemination, advocacy, and e-learning. This shift presents an opportunity for Islamic educators to reimagine the delivery of complex religious content, such as Fiqh Muamalat, in engaging ways.

Fiqh Muamalat, encompassing Islamic commercial transactions, often involves intricate legal judgments and classical Arabic texts, posing challenges for digital-native students accustomed to interactive learning (Abdullah et al., 2023). The dynamic nature of financial instruments and technological integration in business further necessitates adaptive pedagogical methods (Salisu et al., 2023). Conventional methods may fail to engage learners who prefer technology-supported, immersive approaches (Kusumawati et al., 2022). To address this, integrating interactive tools, case studies, and real-world examples is essential for enhancing comprehension and making learning more relevant (Shafii et al., 2018).

Social media platforms, especially TikTok, offer potential to improve motivation and engagement through visually appealing, bite-sized content that aligns with learners' technological habits (Yélamos-Guerra et al., 2022). Systematic reviews affirm that such platforms foster cooperative learning environments and improve engagement in higher education (Pérez et al., 2023). Nevertheless, effective integration of TikTok requires trained educators who can use technology to support—rather than replace—traditional pedagogy (Tran, 2023). Educators need competencies in digital tools to ensure meaningful use (Hasby & Angrum, 2023).

Potential drawbacks include instructional ambiguities, students' technological competence gaps, and a lack of structured guidance, all of which can hinder learning outcomes (Lin et al., 2022). The informal nature of TikTok risks shallow learning if not strategically organized within curricula (Bahagia et al., 2022). Thus, structured methodologies and institutional support are crucial for leveraging TikTok's dynamic features effectively. This study adopts a quantitative approach to examine how students' perceptions of TikTok influence their intention to use it for learning Fiqh Muamalat and how its perceived efficacy impacts comprehension. The research aligns with the Technology Acceptance Model (TAM) to explain factors driving TikTok adoption as an educational resource (Zulkifli et al., 2022).

## **2. METHODOLOGY**

This study employs a quantitative research design utilizing a structured questionnaire to address two primary objectives: (1) to evaluate the effectiveness of TikTok as a digital instructional tool for teaching Fiqh Muamalat, and (2) to examine differences in students' attitudes toward using TikTok for this purpose based on their prior exposure to Fiqh Muamalat. The study sample consists of 126 undergraduate students enrolled in the "Introduction to Fiqh Muamalat" course. A stratified sampling method was applied to ensure representation across relevant subgroups. Data collection was conducted via a self-administered questionnaire encompassing demographic details, students' attitudes toward the use of TikTok in education, perceived usefulness of TikTok content in learning Fiqh Muamalat, and their intention to continue using the platform as an educational resource. Responses were recorded on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The instrument's content validity was established through expert reviews by specialists in Islamic studies and educational technology, and its reliability was verified through a pilot test employing Cronbach's Alpha. Participants were asked to engage with selected TikTok content related to Fiqh Muamalat topics, such as *riba*, *gharar*, and Islamic contracts, before completing the survey either in class or online. The data were analyzed using descriptive statistics to identify response trends, multiple regression analysis to determine the predictive effects of attitudes and perceived usefulness on the intention to use TikTok, and independent samples t-tests to assess differences in attitudes based on students' prior background in Fiqh Muamalat.

## **3. FINDINGS**

The study revealed that a considerable proportion of students actively engage with TikTok to enhance their understanding of Fiqh Muamalat, with 61.9% reporting the use of the platform for educational purposes (refer to Table 1). This finding underscores TikTok's emerging role as a digital learning tool, particularly among younger demographics who are already deeply immersed in social media ecosystems. The concise and visually appealing nature of TikTok content appears to facilitate comprehension of complex topics, such as *riba* (interest), *aqd* (contracts), and distinctions between *halal* and *haram* in commercial transactions—areas traditionally challenging to teach within limited classroom timeframes. Conventional pedagogical methods may struggle to contextualize such

intricate concepts in real-world scenarios. In contrast, TikTok’s algorithm-driven delivery of narratives, real-life examples, skits, and animations provides a more engaging and relatable learning experience.

Students were particularly drawn to content creators and lecturers who presented Shariah principles in practical, digestible formats, enabling improved understanding and retention. The platform’s mobile-friendly, informal design further supports microlearning opportunities, allowing students to access educational material flexibly across various settings. This shift reflects a broader transformation in the academic landscape, where traditional teaching is increasingly supplemented—and in some cases enhanced—by digital approaches. Among students not utilizing TikTok for learning (38.1%), possible reasons included limited awareness, concerns over content credibility, or a preference for conventional learning styles. This highlights an opportunity for educators and institutions to integrate verified digital resources into their curricula and guide students toward credible Islamic knowledge on platforms such as TikTok.

Additionally, over half of the respondents (50.8%) indicated that the TikTok accounts they followed were recommended by their universities or lecturers. This finding points to growing institutional recognition of social media as a valid educational resource, signifying a shift in pedagogical strategies to embrace digital tools for increased student engagement. Institutional endorsements enhanced content credibility and motivated students to engage with learning outside formal classroom settings. Conversely, 30.2% of students accessed TikTok educational content independently or through peer recommendations, indicating the platform’s inherent appeal as a self-directed learning resource. However, the 19% of students who expressed uncertainty about institutional recommendations signal a need for clearer communication and structured integration of such tools. Institutional efforts to curate and endorse high-quality, Shariah-compliant TikTok content could align educational outcomes with curriculum goals and foster a more engaging, digitally adept learning environment for Fiqh Muamalat.

**Table 1:** Use of TikTok for Learning Fiqh Muamalat (n = 126)

Item	n (%)
<b>Do you follow any TikTok accounts to learn Fiqh Muamalat?</b>	
1. Yes	78 (61.9%)
2. No	48 (38.1%)
<b>Is the TikTok account promoted or recommended by your university or lecturer?</b>	
1. Yes	64 (50.8%)
2. No	38 (30.2%)
3. Don’t know	24 (19.0%)
<b>What does following Fiqh Muamalat content on TikTok bring to you?</b>	
1. It helps me consolidate knowledge already taught in class	60 (47.6%)
2. It helps me understand real-world examples not fully explained in lectures	53 (42.1%)
3. I find the content attractive and creative in explaining Islamic concepts	79 (62.7%)
4. It provides more practical application compared to traditional teaching	44 (34.9%)
5. It doesn’t add much value, but I follow for general interest	9 (7.1%)
6. I follow it because it's entertaining or emotionally engaging	13 (10.3%)

**Source:** Author’s data (from survey)- item survey adopted from Garrido et al. (2025)

#### 4. CONCLUSION

This study underscores TikTok’s growing relevance as an innovative instructional tool in Islamic legal studies, particularly for teaching Fiqh Muamalat. The platform’s short-form, visually engaging content

demonstrates strong potential to supplement traditional religious instruction by simplifying complex jurisprudential concepts such as *riba*, *gharar*, and *aqd* through contemporary digital storytelling techniques. Its creative and interactive features make learning more engaging, accessible, and relatable for today's digital-native students.

Moreover, the findings highlight the added value of institutional endorsement, which enhances the credibility of TikTok content and facilitates its integration into formal education. The ability of the platform to bridge theoretical knowledge with practical, real-world applications within Shariah frameworks reflects its capacity to address pedagogical gaps often present in conventional classroom settings. The study carries important implications for Islamic education. It suggests that integrating social media platforms into curriculum design—while ensuring Shariah compliance and educational quality—can foster innovation in pedagogy and improve student engagement and comprehension. It also emphasizes the necessity of developing trained Islamic content creators and establishing clear institutional guidelines to responsibly manage digital learning environments.

Despite these promising outcomes, certain limitations remain. The research is based on a specific demographic, primarily undergraduate students familiar with TikTok, which may not fully represent diverse learner populations or educators with varying levels of digital access and literacy. Furthermore, the study did not extensively assess the authenticity or doctrinal soundness of the TikTok content explored—a critical concern in Islamic education. Its cross-sectional design also limits insights into long-term impacts on learning and behavioral change. Future studies should adopt longitudinal approaches, perform rigorous content analyses, and consider comparative evaluations of other platforms such as YouTube or Instagram. Embracing qualitative interviews could further enrich understanding of digital media's role in teaching Fiqh Muamalat, particularly regarding theological accuracy and instructional effectiveness.

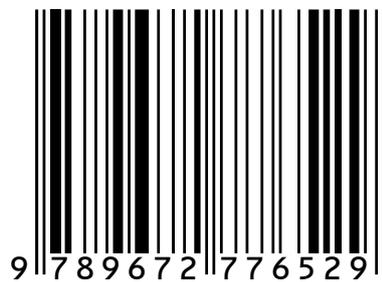
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