The Impact of TikTok Social Media on the Learning Behavior of Sixth Grade Elementary School Children: A Systematic Literature Review

Agustinus Abraham[*]
Philosophy of Divinity Study Program, Universitas Sanata Dharma, Indonesia
[*]Author correspondence: agustinusabraham3@gmail.com[1]

Abstract. The development of digital technology and social media, particularly TikTok, has significantly influenced the learning behavior of elementary school students. This study aims to analyze the impact of TikTok use on the learning behavior of sixth-grade elementary school students through a Systematic Literature Review (SLR) approach. Data were collected from Google Scholar following the PRISMA guidelines, resulting in 200 initial articles, which were then selected to obtain 12 articles relevant to the Indonesian context. The synthesis results show that TikTok has a dual impact. On the positive side, TikTok increases creativity, digital skills, self-confidence, interest in learning, and provides access to interesting and interactive educational content. However, excessive use without supervision has negative effects, such as decreased discipline, concentration, and motivation to learn, the emergence of academic procrastination, and changes in behavior and language that are inappropriate. These findings confirm that the influence of TikTok is greatly affected by parental supervision, the role of teachers, digital literacy, and student self-regulation. Therefore, it is necessary to use TikTok wisely, purposefully, and in an integrated manner in educational policies so that its benefits are optimized and its risks can be minimized.

Keywords: Elementary School Students; Learning Behavior; Social Media; Systematic Literature Review; TikTok

1. INTRODUCTION

The development of digital technology in the 21st century has brought significant changes to various aspects of human life, including education. The presence of the internet and mobile devices allows everyone, including elementary school children, to access information, entertainment, and various social media platforms quickly and massively. Currently, active social media users account for 68.7 percent of the total world population (*Digital 2026*, 2025). Social media users in Indonesia account for 79.5 percent of the total population, equivalent to 221 million users (*Kementerian Komunikasi dan Digital*, 2025). One platform that has experienced the most rapid user growth is TikTok. The TikTok app is a music video-based social media platform that originated in China and was first introduced in early September 2016. This app allows users to create, edit, and share short music videos of their own creation (Aji & Setiyadi, 2020; Hutamy dkk., 2021). Short video duration, content personalization algorithms, and interactive features make TikTok easily accessible and potentially highly engaging for its users, including elementary school students (Chandra, 2023; Susanto dkk., 2023).

On the one hand, TikTok has positive potential as an alternative learning medium. Various educational content, tutorials, and creative learning materials can help children understand lesson concepts visually and enjoyably (Kis dkk., 2024). However, on the other hand, excessive use of TikTok also raises concerns. Exposure to uncontrolled entertainment

content, distractions, decreased concentration in learning, time management issues, and addictive behavior towards gadgets are real problems that have the potential to affect children's learning behavior (Utami & Ikhwana, 2022). This situation creates a dilemma between the educational benefits and the negative risks of social media on students' academic development (Fahmi dkk., 2025).

Maulidiyah conducted research with the title *Pengaruh Intensitas Penggunaan Media Sosial Tiktok Terhadap Hasil Belajar Pendidikan Agama Islam Kelas Xi Sekolah Menengah Atas Negeri 8 Malang*. The results of the study show that TikTok is quite popular among teenagers (Maulidiyah dkk., 2024). Malawat's research shows that students' addiction to TikTok social media has a positive impact on student achievement (Malawat, 2022). Based on Mariati's research, students use TikTok social media as a means of entertainment. However, active use tends to have a negative impact because students tend to imitate less educational content, such as dancing and inappropriate language. As a result, there has been a decline in morals, manners, modesty, and motivation to learn (Mariati, 2023). Ulya's research shows that the use of TikTok in learning has been proven to improve soccer dribbling skills. The results of the study show that the average score of students increased from 51.04 in the pretest to 80.03 in the posttest, an increase of 28.99%. This confirms that the use of TikTok is effective in improving the dribbling skills of students at Al Islam Krian High School (Ulya & Dinata, 2023).

A number of previous studies have discussed the influence of social media on learning achievement or adolescent behavior. However, studies that specifically highlight the impact of TikTok on elementary school children, especially those in sixth grade, are still limited and tend to be partial. This study chose sixth grade elementary school students because their age is a transitional period to a higher level of education, namely junior high school (Hartono, 2008; Muhammad Rizki Putrawan & Pratisti, 2020). In addition, they must also focus on preparing themselves for the national exams. They must be healthy both physically and mentally (Suardana & Simarmata, 2013). Most studies use a survey or case study approach on small groups of respondents, so the results do not yet provide a comprehensive overview and synthesis of knowledge. In addition, there has not been much research that systematically integrates empirical findings to identify patterns, trends, and factors that mediate the impact of TikTok on children's learning behavior. This gap highlights the need for a structured and comprehensive literature review.

Based on these research gaps, this study uses the Systematic Literature Review (SLR) method. This method was chosen because it allows researchers to collect, evaluate, and

synthesize various previous research results in a systematic, transparent, and evidence-based manner. Through the stages of identification, selection, quality assessment, and analysis of article findings, SLR can provide a more comprehensive understanding of the relationship between TikTok use and the learning behavior of elementary school students.

The novelty of this study lies in its specific focus on the TikTok platform and elementary school age groups, as well as its use of a systematic synthesis approach to summarize various scattered empirical findings. Thus, this study not only describes the positive and negative impacts, but also identifies supporting factors, risks, and strategies for managing social media use in the context of basic education.

In terms of relevance, this study is important for teachers, parents, schools, and education policymakers as a basis for decision-making in designing supervision, digital literacy, and the wise integration of social media into the learning process. This study is expected to offer solutions in the form of practical recommendations, such as regulating usage time, parental guidance, the use of educational content, and the development of school policies related to the use of devices.

The urgency of this research is increasing, given that children's exposure to social media begins at an early age, while its impact on the formation of learning habits and cognitive development is long-term. Without evidence-based understanding, the use of TikTok has the potential to disrupt the quality of children's education. Therefore, a systematic study of the impact of TikTok on learning behavior is an important step to ensure that digital technology can be used optimally while minimizing potential risks.

2. METHOD

This research applies a descriptive qualitative design using the Systematic Literature Review (SLR) method. The SLR is a structured research strategy aimed at systematically collecting, identifying, evaluating, and critically synthesizing findings from relevant studies in order to address specific research questions (Khatri dkk., 2023; Pati & Lorusso, 2018; Paul dkk., 2024, 2024). This approach was selected because it enables a comprehensive understanding through an organized, transparent, and accountable integration of prior research. Moreover, it is considered suitable for investigating and analyzing inclusive communication practices implemented by the Church to enhance the participation of people with disabilities. The population of this study comprised all articles indexed in Google Scholar, from which 200 articles were selected as data sources. To maintain the rigor and reliability of the data collection

process, the study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines.

PRISMA is an evidence-based framework designed to enhance the transparency and completeness of reporting in systematic reviews (Sarkis-Onofre dkk., 2021). By employing this guideline, the features of multiple studies can be systematically organized and synthesized, thereby assisting practitioners and policy makers in evaluating the applicability of findings within their specific contexts (Page dkk., 2021). In the present study, PRISMA served as a reference for the process of searching and selecting articles that met predetermined criteria, enabling the analysis to be conducted in a more focused, comprehensive, and structured manner. Furthermore, the application of PRISMA reinforced the data synthesis phase, ensuring that the findings were grounded in robust scientific evidence (Stather dkk., 2019). The research process consisted of three principal stages: identification, screening, and inclusion of eligible articles. The procedural flow is illustrated in Figure 1.
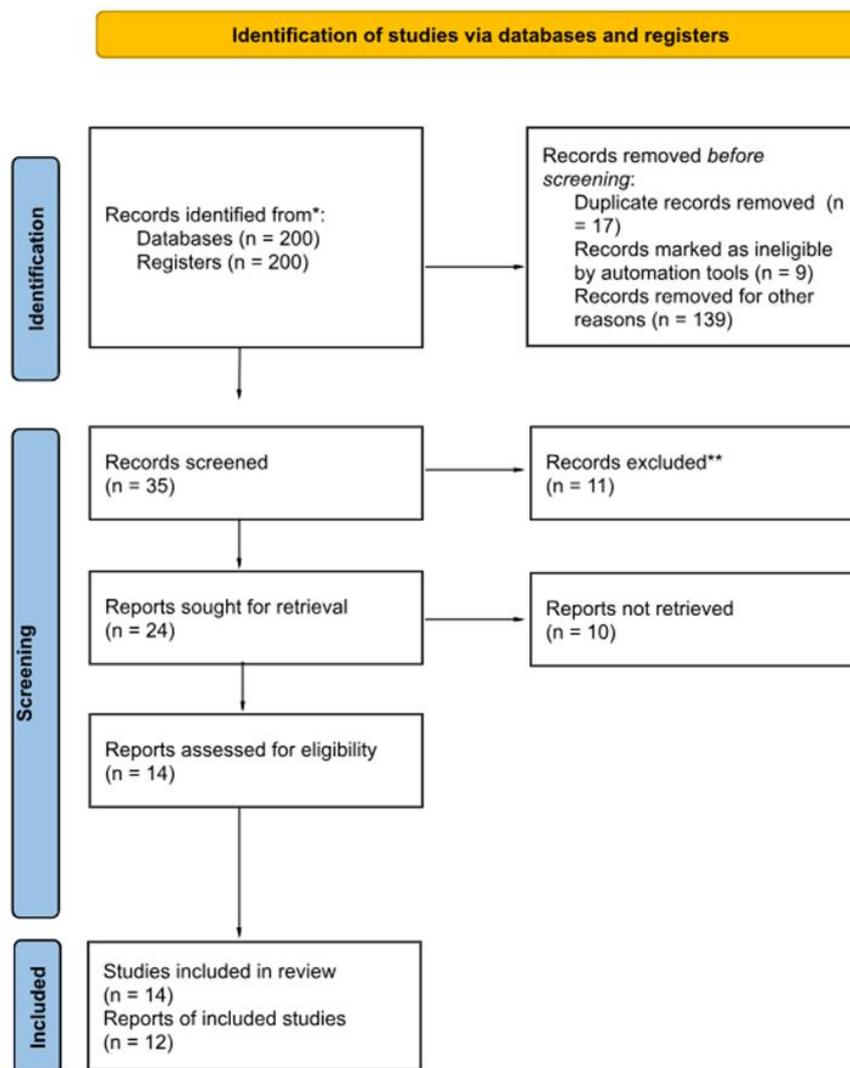

Figure 1. PRISMA Model.

Identification

The initial phase in implementing the PRISMA method involves the identification process. During this stage, researchers systematically search for and gather relevant literature that aligns with the focus of the study. This step is fundamental to the overall review procedure, as the body of literature collected serves as the primary foundation for developing and substantiating answers to the research questions.

To obtain appropriate, relevant, and credible sources, the researchers implemented a systematic search strategy by employing Boolean operators (AND, OR NOT) (*The Open University*, 2025) within the Google Scholar database. Keywords were carefully selected and combined to ensure that the retrieved articles closely aligned with the research objectives. Google Scholar was chosen due to its extensive and comprehensive coverage of academic publications, which effectively supports diverse research requirements (Pranckutė, 2021; Zhu & Liu, 2021). The search procedure incorporated several specific keywords, including "*TikTok*," "*kelas VI SD*," "*dampak TikTok bagi kelas VI SD*," and "*dampak TikTok bagi perilaku belajar kelas VI SD*." Through this approach, a total of 200 articles were identified from the database, as presented in Table 1.

Tabel 1. Search term on Google Scholar.

Database	Search Term
Scholar (n=200)	TITLE (("*TikTok*" OR "*Kelas VI SD*", "*Dampak TikTok bagi kelas VI SD*", "*Dampak TikTok bagi perilaku belajar kelas 6 SD*"))

Screening

At the identification stage, the researchers collected a number of publications relevant to the research topic. Nevertheless, not all retrieved articles were deemed suitable to be directly included as data sources. Consequently, a more rigorous selection process was undertaken to ensure alignment between literature and the objectives as well as the focus of the study. The inclusion of articles was determined based on three primary criteria. First, the publications were required to have been issued within the last five years (2021–2026) to guarantee the timeliness and relevance of the data analyzed. Second, the studies had to be conducted within the Indonesian context. Third, only articles written in Indonesian were considered, in order to facilitate precise data analysis and interpretation while maintaining consistency of understanding in accordance with the national setting. This language restriction is also intended to facilitate access to scientific literature specific to the Indonesian context. This consideration is in line with the objectives of the Systematic Literature Review (SLR) method, which is to systematically and transparently synthesize scientific evidence to answer specific research

questions (Greenhalgh dkk., 2005). In addition, SLR serves to integrate various published research findings related to the topic under review (Lame, 2019; Liberati dkk., 2009).

After the identification stage was completed, the collected articles underwent a further screening process. In the first screening stage, 165 articles were deemed irrelevant, leaving 35 articles. Next, in the second screening stage, 11 articles were removed because they did not fit the research objectives, reducing the number of articles to 24. The next selection process resulted in the exclusion of 10 additional articles that also did not meet the research criteria. Thus, 14 articles were deemed suitable for further analysis. All selected articles were relevant to the Indonesian context, so that the scope of the research remained proportional and able to provide a more comprehensive understanding of inclusive communication practices in education. The complete flow of the article identification and selection process is presented in Table 2.

Table 2. Screening criteria.

Journal Criteria	
Year of Publication	Last Five Years (2021 to 2026)
Study Geography	Indonesia
Discovery Focus	The impact of TikTok on elementary school children
Language	Indonesian
Type of Discovery	All

Included

The next step is to evaluate the 14 articles that have passed the initial screening process. This evaluation serves as a further selection to ensure that each article to be analyzed in the systematic literature review has an adequate level of relevance, validity, and accuracy. At this stage, all articles are reviewed thoroughly and comprehensively to minimize potential bias, identify research limitations, and assess their suitability to the study's objectives and focus.

The analysis process is carried out by examining the title, abstract, research findings, and discussion section of each article. This step aims to ensure that only articles that meet the established academic standards and inclusion criteria can proceed to the next stage of analysis. From the 14 articles that passed the screening, a final selection was made at the inclusion stage, resulting in 12 articles that were deemed suitable for further analysis. The selected articles focused on studies of the impact of TikTok social media use on the learning behavior of sixth-grade elementary school students.

3. RESULTS AND DISCUSSION

Results

Based on research conducted on 12 articles, various impacts of TikTok social media on sixth-grade elementary school students were found. In general, this study found two impacts of TikTok on sixth-grade elementary school students, namely positive and negative impacts.

The Positive Impacts of TikTok on Sixth-Grade Elementary School Students

This study found that TikTok makes students more creative and more concerned about social life. The use of the TikTok application has the potential to contribute positively to the formation of students' social awareness. Through exposure to educational content and shows that the acts of kindness feature, students can develop empathy towards others. This is reflected in a growing willingness to share, provide support, and help others in various situations (Amalia & Pratikno, 2024). In addition, children also use TikTok social media primarily to access entertainment content that is relatively harmless, such as memes, pet videos, K-Pop music, and cooking content. Some children also express their creativity and personal interests by creating content on the platform. The most dominant forms of content are edited photos or videos and imitations of dances that are viral on TikTok (Agustyn, 2022). A summary of these positive impacts is provided in Table 3.

Table 3. The positive impacts of TikTok.

1. Students are more creative and more concerned about social life
2. Improving students' skills
3. Boosting students' confidence and helping them learn
4. Improving students' colloquial knowledge
5. TikTok as a means of finding creative learning references
6. TikTok as a tool for designing religious education lessons
7. Increasing students' interest in learning
8. mproving students' editing skills

Another positive impact is seen in the increased confidence of students, which makes them more active in participating in the learning process. In addition, these media can be used to develop creativity and express students' potential. Its presence also makes it easier for students to expand their social circle, obtain entertainment, access information, and keep up with the latest trends. Furthermore, the use of this media provides motivational encouragement that can foster students' enthusiasm for learning during learning activities (Komalasari dkk., 2023). The TikTok app has become a source of vocabulary for students, although they need to understand the meaning of the words they hear or read (Mumtaz dkk., 2022).

In addition to being a source of vocabulary, TikTok is also a source of reference for learning activities such as crafting. What is shown on TikTok can be imitated and then modified

(Luaylik dkk., 2025). TikTok is also widely used in designing religious lessons for sixth-grade elementary school students. This greatly helps students to access lessons more easily and utilize TikTok positively. With TikTok, students' interest in learning has the potential to be higher (Chofifah & Sulaikho, 2024; Hidayah, 2025; Ningrum, 2025; Sonia, 2023). By using TikTok, students are able to develop their video editing skills (Zukhrufin dkk., 2023).

The Negative Impacts of TikTok on Sixth-Grade Elementary School Students

In addition to the positive impact of TikTok on the learning behavior of sixth-grade elementary school students, it also has negative effects. Various negative impacts that have been identified include the tendency of students to access the TikTok application even though learning activities have begun, emotional instability, and the use of inappropriate language in interactions with peers. In addition, there is bullying or insulting behavior towards friends, a lack of responsibility in completing tasks, and a lack of sharing and social awareness. Students also show a lack of initiative to help friends who need support, a lack of empathy towards individuals who are experiencing difficulties or sadness, and an unwillingness to wisely reprimand others when conflicts or disturbances occur (Amalia & Pratikno, 2024). A summary of the negative impacts of TikTok on sixth-grade elementary school students can be seen in Table 4.

Table 4. The negative impacts of TikTok.

1. Students lack discipline
2. Decreased interest in learning
3. Indifference to the world around them
4. Causes a lack of curiosity/interest in reading the material provided by the teacher
5. Only imitates without understanding the meaning of what is being imitated
6. Influences students' academic procrastination behavior

The use of the TikTok application has an impact on reducing student motivation to learn. This condition is reflected in a decrease in enthusiasm for participating in the learning process, a weakening of internal drive to achieve, and a decline in focus on academic goals. Students' attention tends to be diverted by the desire to follow trends and content that are developing on the platform. In addition, TikTok's characteristic of presenting a variety of content without age restrictions means that some of the material is not suitable for students, thus potentially influencing the formation of students' behavior and attitudes in a less positive direction (Ningrum, 2025; Setiawati dkk., 2022).

Another negative impact is that sixth-grade elementary school students are indifferent to the world around them when they are engrossed in TikTok (Agustyn, 2022). These negative impacts also include a decline in students' curiosity about the material presented by teachers, a

decrease in interest in learning and reading teaching materials, especially in science, and the emergence of a tendency for students to feel tired and sleepy more easily during the learning process in the classroom. These conditions also have implications for a decline in student learning outcomes and academic achievement overall. In addition, there are also changes in the use of everyday language that reflect shifts in students' attitudes and communication behaviors (Komalasari dkk., 2023).

The use of TikTok creates a diverse and easily imitable language environment, so children tend to absorb and imitate vocabulary without understanding its precise meaning. As a result, they find it difficult to adjust their speech to the context of the person they are talking to. This situation is worrying because children are more likely to imitate inappropriate expressions or behavior from social media (Mumtaz dkk., 2022). TikTok has a significant influence on students' academic procrastination behavior (Sonia, 2023) and has a negative impact on students' illocution and tendency toward sarcasm (Zukhrufin dkk., 2023)

Discussion

The synthesis of 12 articles shows that the use of TikTok social media among sixth-grade elementary school students presents an ambivalent dynamic, namely, it has both positive and negative effects on learning behavior. These findings confirm that TikTok functions as a double-edged sword in the context of primary education. On the one hand, it is a creative and educational medium, but on the other hand, it has the potential to disrupt concentration and discipline in learning. The positive impacts are mainly seen in increased creativity, confidence, and digital skills among students. TikTok provides a space for expression that allows students to develop video editing skills, visual communication, and creative idea exploration. In addition, educational content that is packaged in a concise, visual, and interesting manner helps students understand lesson material in a more enjoyable way. These findings are in line with multimodal learning theory, which emphasizes the importance of visual and audiovisual stimulation in improving information retention in primary school children. Thus, when used in a targeted manner, TikTok has the potential to become an alternative learning medium that is relevant to the characteristics of the digital generation (digital natives).

However, the negative impacts found are more behavioral and affective in nature. Excessive use triggers a decline in study discipline, academic procrastination, and reduced focus during the learning process. TikTok's algorithm, designed to maintain user attention through endless entertainment content, makes it difficult for students to control the duration of use. This condition results in reduced study time, decreased interest in reading, and weakened intrinsic motivation to achieve (Arifin & Fuad, 2020). In addition, exposure to colloquial

language and inappropriate content has the potential to influence students' communication patterns, including the emergence of sarcastic speech and imitative behavior without understanding the meaning. Psychopedagogically, this phenomenon shows that elementary school students do not yet have the self-regulation maturity to manage their use of digital media. Without guidance from parents and teachers, children tend to get caught up in the entertainment aspect rather than the educational aspect. Therefore, the impact of TikTok on learning behavior is not solely determined by the platform itself, but by mediating factors such as family supervision, digital literacy, school policies, and students' self-control abilities.

4. SUGGESTIONS

Based on the results of this research and discussion, several points can be drawn as recommendations for teachers, institutions, the government, and parents. First, teachers are advised to utilize TikTok pedagogically as a creative learning medium, for example, by creating short videos of lesson material, demonstrating experiments, or assigning educational content-based projects. Teachers also need to establish clear rules for device use during class hours to avoid distractions. Second, for parents, active guidance is needed through monitoring usage duration, filtering content, and open communication about the benefits and risks of social media. Implementing screen time management and setting an example of wise technology use at home are very helpful in shaping children's digital discipline. It would be beneficial if sixth-grade elementary school students began learning about AI and basic ethics so that they can use technology properly and correctly (Abraham, 2026a).

Third, schools need to develop digital literacy policies that are integrated into the curriculum. Educational programs on social media ethics, time management, and digital security are important to equip students with self-regulation skills in using technology. Fourth, for education policymakers, the results of this study can be used as a basis for designing guidelines related to the use of social media in elementary school learning, so that the use of technology is in line with the goals of character and academic education. Fifth, for future researchers, it is recommended to conduct empirical studies using quantitative or mixed methods approaches to measure more specifically the relationship between the duration of TikTok use and students' academic achievement, learning motivation, and psychological health. The results of the study show that TikTok is used for learning about religion and natural sciences. Teachers can utilize TikTok holistically, for example, by teaching briefly and simply about political participation to create common good (Abraham, 2025) and how living faithfully as a religious person can be active in state life (Abraham, 2026b).

5. CONCLUSION

Based on the results of a Systematic Literature Review of 12 articles, the use of TikTok among sixth-grade elementary school students has a dual impact on learning behavior. On the positive side, TikTok can enhance creativity, digital skills, self-confidence, and interest in learning through engaging educational content. However, excessive use without supervision leads to a decline in discipline, focus, motivation, and a tendency toward academic procrastination. Therefore, its impact is highly dependent on parental guidance, the role of teachers, and students' digital literacy, so its use needs to be guided wisely and controlled.

BIBLIOGRAPHY

Abraham, A. (2025). Partisipasi Orang Muda Katolik dalam Dunia Politik: Tinjauan Sistematik Literature. *JPAK: Jurnal Pendidikan Agama Katolik*, *25*(2), 416–428.

Abraham, A. (2026a). Christian Faith and AI: A Theological-Philosophical Analysis and its Relevance to the Existence of the Catholic Church. *Tri Tunggal: Jurnal Pendidikan Kristen dan Katolik*, *4*(1), 49–56.

Abraham, A. (2026b). Faith and Citizenship: A Theological Reflection on the Political Participation of Catholics. *Damai: Jurnal Pendidikan Agama Kristen dan Filsafat*, *3*(1), 01–09.

Agustyn, I. N. (2022). Dampak media sosial (Tik-Tok) terhadap karakter sopan santun siswa kelas VI sekolah dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, *10*(04).

Aji, W. N., & Setiyadi, D. B. P. (2020). Aplikasi Tik Tok sebagai media pembelajaran keterampilan bersastra. *Metafora: jurnal pembelajaran bahasa dan sastra*, *6*(2), 147–157.

Amalia, L. R., & Pratikno, A. S. (2024). Analisis Pengguna Aplikasi Tiktok pada Karakter Peduli Sosial Siswa Kelas VI SDN Kraton 1 Bangkalan. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *7*(9), 10052–10059.

Arifin, N. F., & Fuad, A. J. (2020). Dampak post-truth di media sosial. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, *10*(3), 376–378.

Chandra, E. (2023). Kekuatan algoritma dalam komunikasi pemasaran digital aplikasi Tiktok. *Maha Widya Duta: Jurnal Penerangan Agama, Pariwisata Budaya, dan Ilmu Komunikasi*, *7*(2), 191–200.

Chofifah, S., & Sulaikho, S. (2024). Pemanfaatan Media Sosial TikTok untuk Mendesain Materi Pendidikan Agama Islam Siswa Kelas VI SDN Kebontemu Jombang. *AS-SABIQUN*, *6*(3), 452–466.

Digital 2026: 2 in 3 people on Earth now use social media. (2025, Oktober 15). DataReportal – Global Digital Insights. https://datareportal.com/reports/digital-2026-two-in-three-people-use-social-media

Fahmi, A. R., Yasarah, R. D., Yuhda, A. P. R., Nada, F., & Fitrasari, N. L. (2025). DILEMA PEMBELAJARAN DIGITAL: MUDAH DICERNA, SULIT MENDALAM? *Educate*, *10*(2), 275.

Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., Kyriakidou, O., & Peacock, R. (2005). Storylines of research in diffusion of innovation: A meta-narrative approach to systematic review. *Social science & medicine*, *61*(2), 417–430.

Hartono, D. (2008). Akses pendidikan dasar: Kajian dari segi transisi SD ke SMP. *Jurnal Kependudukan Indonesia*, *3*(2), 45–74.

Hidayah, N. (2025). Penerapan Media Pembelajaran TikTok dalam Meningkatkan Minat Belajar Pendidikan Agama Islam Siswa Kelas VI SDN 016 Santan Tengah Kutai Kartanegara Tahun Pelajaran 2024/2025. *NABAWI: Jurnal Penelitian Pendidikan Islam*, *3*(3), 279–296.

Hutamy, E. T., Swartika, F., Alisyahbana, A. N. Q. A., Arisah, N., & Hasan, M. (2021). *Persepsi peserta didik terhadap pemanfaatan tik tok sebagai media pembelajaran*.

Kementerian Komunikasi dan Digital. (2025). https://www.komdigi.go.id/berita/artikel/detail/komitmen-pemerintah-melindungi-anak-di-ruang-digital

Khatri, P., Duggal, H. K., Dutta, S., Kumari, P., Thomas, A., Brod, T., & Colimoro, L. (2023). Unveiling heterogenous knowledge-oriented leadership and knowledge acquisition based hybrid work agility of knowledge workers. *Journal of Knowledge Management*, *27*(11), 253–278.

Kis, M., Fitriani, W., & Irawati, M. (2024). Analisis dampak penggunaan aplikasi TikTok pada remaja: A systematic literature review. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, *5*(1), 227–238.

Komalasari, S., Irfani, F., & Fadil, K. (2023). Dampak penggunaan aplikasi tiktok dalam pembelajaran IPA kelas VI SDN Karanggan 03. *Jurnal Evaluasi dan Pembelajaran*, *5*(2), 120–126.

Lame, G. (2019). *Systematic literature reviews: An introduction*. *1*(1), 1633–1642.

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: Explanation and elaboration. *Bmj*, *339*.

Luaylik, N. F., Hamzah, M., Maghdalina, N. S., & Faizah, A. N. (2025). Optimalisasi penggunaan Tiktok Mewujudkan Pembelajaran Mendalam untuk Siswa Kelas VI SD Negeri Toket 2, Kabupaten Pamekasan. *Jurnal Abdimas Indonesia*, *5*(4), 3362–3371.

Malawat, S. H. (2022). DAMPAK PERILAKU KECANDUAN MEDIA SOSIAL TIK TOK TERHADAP PRESTASI BELAJAR KOGNITIF PESERTA DIDIK KELAS X IPA SMA YAPIS MANOKWARI PADA MATERI TATA NAMA SENYAWA. *Arfak Chem: Chemistry Education Journal*, *5*(2), 437–445.

Mariati, M. (2023). Analisis dampak media sosial tik-tok terhadap rendahnya hasil belajar afektif siswa. *Jurnal Pendidikan Dan Media Pembelajaran*, *2*(1), 38–44.

Maulidiyah, V., Musthofa, I., & Sudrajat, A. (2024). Pengaruh Intensitas Penggunaan Media Sosial Tiktok Terhadap Hasil Belajar Pendidikan Agama Islam Kelas Xi Sekolah Menengah Atas Negeri 8 Malang. *Vicratina: Jurnal Ilmiah Keagamaan*, *9*(1), 46–54.

Muhammad Rizki Putrawan, N., & Pratisti, W. D. (2020). *Regulasi Emosi Siswa Dalam Menghadapi Masa Transisi Dari Sd Menuju Ke SMP/MTS (Studi Kasus di Mts Negeri 1 Surakarta)*.

Mumtaz, R., Zukhrufin, I. R., Al Jannah, I. N., & Cahyo, P. S. N. (2022). Media Sosial TikTok dan Wacana Kolokial Anak Kelas 4—6 Sekolah Dasar di Surabaya (TikTok Social Media and Colloquial Discourse of Grade 4—6 Elementary School Children in Surabaya). *Mozaik*, *22*(2), 241–253.

Ningrum, I. S. (2025). DAMPAK PENGGUNAAN TIKTOK BAGI PERKEMBANGAN PERILAKU ANAK KELAS VI SD NEGERI KALISARI KABUPATEN BATANG. *Jurnal Wawasan Pendidikan*, *5*(2), 595–601.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., & Brennan, S. E. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *bmj*, *372*.

Pati, D., & Lorusso, L. N. (2018). How to write a systematic review of the literature. *HERD: Health Environments Research & Design Journal*, *11*(1), 15–30.

Paul, J., Khatri, P., & Kaur Duggal, H. (2024). Frameworks for developing impactful systematic literature reviews and theory building: What, why and how? *Journal of Decision Systems*, *33*(4), 537–550.

Pranckutė, R. (2021). Web of Science (WoS) and Scopus: The titans of bibliographic information in today's academic world. *Publications*, *9*(1), 12.

Sarkis-Onofre, R., Catalá-López, F., Aromataris, E., & Lockwood, C. (2021). How to properly use the PRISMA Statement. *Systematic reviews*, *10*(1), 117.

Setiawati, I., Hamengkubuwono, H., & Supardan, D. (2022). *Aplikasi Tiktok Terhadap Stabilitas Motivasi Belajar Siswa Dalam Pembelajaran Kelas Vi di Sdn 125 Rejang Lebong*.

Sonia, S. (2023). *Pengaruh media sosial Tiktok terhadap prestasi belajar siswa kelas 6 SD pada mata pelajaran Pendidikan Agama Islam di SD N 18 Kelapa*.

Stather, P. W., Petty, C., & Howard, A. Q. (2019). Review of adjustable velcro wrap devices for venous ulceration. *International Wound Journal*, *16*(4), 903–908.

Suardana, A., & Simarmata, N. (2013). Hubungan antara motivasi belajar dan kecemasan pada siswa kelas VI Sekolah Dasar di Denpasar menjelang Ujian Nasional. *Jurnal Psikologi Udayana*, *1*(1), 203–212.

Susanto, G., Leo, D., Evelyn, R., & Felicio, H. (2023). Pemanfaatan algoritma TikTok dan Instagram untuk meningkatkan brand awareness. *Jurnal Ilmiah Wahana Pendidikan*, *9*(22), 483–491.

The Open University. (2025). https://help.open.ac.uk/postgraduate-study-skills/conducting-a-literature-review

Ulya, Y. B. M. S., & Dinata, V. C. (2023). Pengaruh Media TikTok Terhadap Hasil Belajar Dribbling Pada Sepakbola Untuk Kelas X SMA Al Islam Krian. *Jurnal Pendidikan Olahraga dan Kesehatan*, *11*(3), 33–39.

Utami, R. D., & Ikhwana, N. S. (2022). Dampak penggunaan media sosial tiktok terhadap kepribadian anak usia dini. *Jurnal Kewarganegaraan*, *6*(3), 5864–5871.

Zhu, X., & Liu, K. (2021). A systematic review and future directions of the sharing economy: Business models, operational insights and environment-based utilities. *Journal of cleaner production*, *290*, 125209.

Zukhrufin, I. R., Mumtaz, R., & Al Jannah, I. N. (2023). *Tindak Ilokusi Sarkasme Pada Reproduksi Tuturan Pengguna Tiktok Kelas 4-6 Sekolah Dasar Di Surabaya*.