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Developing Tiktok Based Deep Learning Media for Islamic History of Abu Bakar

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ABSTRACT
This research aims to develop a Tiktok-based digital learning medium integrated with a deep learning approach to enhance students' understanding of Islamic Cultural History, focusing on the reign of Caliph Abu Bakar Ash-Shiddiq. The study was conducted at MA Al-Bairuny Jombang using the Borg and Gall development model, which consists of ten systematic stages including research, planning, product development, expert validation, and field testing. The developed learning media took the form of short educational videos uploaded to Tiktok that combined narration, animation, and visual design to create a meaningful and engaging learning experience. Validation results from media experts obtained a score of 71.3% (feasible), while material experts gave 80% (feasible). Field testing involving 18 students showed highly positive responses, with an average feasibility score of 89.3% (very feasible). The study demonstrates that Tiktok-based learning media supported by deep learning principles meaningful, mindful, and joyful learning effectively improves students' learning motivation, participation, and comprehension of Islamic history topics. This research highlights the potential of Tiktok as an educational platform that transforms traditional teaching methods into interactive, innovative, and technology-based learning experiences. The integration of social media and deep learning approaches is expected to contribute to the development of modern Islamic education models that align with the digital learning culture of Generation Z.

Keywords: *Tiktok-Based Learning, Deep Learning Approach, Islamic History, Abu Bakar Ash-Shiddiq.*

INTRODUCTION
Education is an intentional and structured process that helps students develop their potential and shape character in alignment with national educational goals. However, in many Islamic schools, the Islamic Cultural History (SKI) subject is still considered less engaging, as it is dominated by lecture-based teaching methods. Students often struggle to understand the historical development of Islam, especially during the leadership of Abu Bakar Ash-Shiddiq.

In the digital era, social media platforms such as Tiktok have the potential to become innovative learning tools. Tiktok short-form videos, audio-visual appeal, and accessibility align with the characteristics of Generation Z learners. Previous studies (Dewi et al.,2023; Akhmad et al.,2024) have shown that Tiktok-based media improve students' motivation and comprehension. Deep learning, which emphasizes meaningful, mindful, and joyful learning, can strengthen this process by encouraging active reflection and emotional connection with the material.

This research was conducted to develop and test a Tiktok-based learning media using the deep learning approach to improve students' understanding of Islamic history, particularly the leadership of Caliph Abu Bakar Ash-Shiddiq.

METHOD
This study employed the Research and Development (R&D) method using the Borg and Gall model. The process included ten stages: (1) research and information collection, (2) planning, (3) preliminary product development, (4) expert validation, (5) preliminary testing, (6) product revision, (7) field testing, (8) operational revision, (9) final testing, and (10) dissemination.

The research was conducted at MA Al-Bairuny Jombang with 18 eleventh-grade students as participants. Data collection techniques included observation, interviews, expert validation, questionnaires, and documentation. Validation involved one media expert and one material expert who assessed content suitability, visual design, and practicality using a Likert scale. The data were analyzed descriptively to determine the validity and feasibility of the product.

RESULT AND DISCUSSION

Result

The validation process of the Tiktok-based deep learning media involved two expert validators: one media expert and one material expert. The media expert assessed three main aspects, namely cover design, content design, and visual appearance. The results of the assessment were 72% for cover design, 76% for content design, and 66% for visual appearance, with an average feasibility score of 71.3%, categorized as feasible. These results indicate that the visual quality and design of the Tiktok-based media were generally good but required several minor improvements, such as adjustments in color contrast and layout arrangement. Meanwhile, the material expert evaluated the appropriateness of the learning content and the clarity of the language used. The material was rated 84% for alignment with learning objectives and 76% for language clarity, resulting in an average score of 80%, also categorized as feasible. This means the content of the Tiktok-based learning media met the standards of accuracy, relevance, and linguistic clarity suitable for classroom learning.

The product was then tested in three trial stages: individual testing, small-group testing, and main field testing. In the individual trial, involving three students, the media obtained a total score of 96 out of 150 possible points, or 64%, categorized as feasible. The small-group trial with eight students yielded a total score of 312 out of 400, equivalent to 78%, also categorized as feasible. Finally, the main field trial involving 18 students produced a total score of 804 out of 900, which corresponds to 89.3%, categorized as very feasible. These progressive results show that revisions made after each trial such as shortening the video duration, balancing the background sound, and adding subtitles significantly improved the quality and user experience of the media. Students became more engaged and enthusiastic during the learning sessions using Tiktok-based materials, while teachers reported that the media were easy to use and suitable for classroom instruction.

Discussion

The results of this study indicate that the development of Tiktok-based learning media using a deep learning approach is both feasible and effective for use in Islamic Cultural History (SKI) learning. The media were rated feasible by both material and media experts, with average scores of 80% and 71.3%, respectively. These scores demonstrate that the developed product meets the standards of content accuracy, design quality, and usability. The high level of student response in the main field test (89.3%) further strengthens the conclusion that this learning media can attract students' attention and enhance their motivation in learning Islamic history.

The effectiveness of this media can be explained by several factors. First, the integration of Tiktok as a learning platform aligns with the learning styles of Generation Z, who prefer visual, concise, and technology-based learning experiences. The short video format allows complex historical material such as the leadership of Abu Bakar Ash-Shiddiq to be presented in an engaging, simple, and memorable way. This approach supports deep learning principles, which emphasize meaningful, mindful, and joyful learning. Second, the implementation of deep learning strategies helps students to connect historical facts with moral and spiritual lessons, fostering higher-order thinking skills. Students not only recall historical events but also reflect on the leadership, honesty, and faith of Abu Bakar Ash-Shiddiq, thereby internalizing positive values relevant to modern life.

Third, teacher feedback shows that Tiktok-based media is easy to use, time-efficient, and compatible with various teaching scenarios. The combination of visual, auditory, and textual elements allows teachers to create dynamic, multimodal instruction that sustains student engagement throughout the learning process. These findings are consistent with previous studies. Dewi et al. (2023) found that Tiktok-based learning media increased motivation and learning outcomes in social science subjects, while Zubaidi et al. (2021) reported similar results in language learning contexts. This supports the argument that social media, when properly designed, can become an effective educational platform rather than merely a source of entertainment.

Table 1. Summary of Validation and Student Response Results

Validator/Stage	Sample	Score (%)	Category
Media expert	1	71,3	Feasible
Material expert	1	80	Feasible
Individual trial	3	64	Feasible
Small-group trial	8	78	Feasible
Main field trial	18	89,3	Very Feasible

CONCLUSION

The results of this research conclude that the development of Tiktok-based learning media integrated with a deep learning approach is both feasible and effective for use in teaching Islamic Cultural History (SKI), particularly the topic of Caliph Abu Bakar Ash-Shiddiq's leadership. The validation process conducted by media and material experts resulted in feasibility scores of 71.3% and 80%, respectively, indicating that the media meet the standards of visual design, accuracy, and usability. Meanwhile, field testing involving 22 students achieved an overall feasibility score of 89.3%, categorized as *very feasible*.

These findings prove that the integration of Tiktok and deep learning principles meaningful, mindful, and joyful learning can significantly enhance students' motivation, engagement, and understanding of historical concepts. The short, creative, and interactive format of Tiktok videos effectively captures students' attention and supports their cognitive and emotional learning processes.

The study implies that Tiktok can be reimagined as an educational platform capable of transforming conventional Islamic learning into a modern, technology-oriented experience. Teachers are encouraged to utilize this approach as a supplementary medium to foster a more dynamic, student- centered, and contextual learning atmosphere.

Future research is recommended to expand this development model to other Islamic education topics, involve larger and more diverse samples, and integrate technological innovations such as artificial intelligence (AI) for adaptive and personalized learning experiences.

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