

## Exploring Students' Perspectives on the Integration of TikTok Storytelling in Project-Based Learning Classroom Junior High School

Sri Sulis Kurniawati\*, Yeny Prastiwi, Endang Fauziati  
Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

\*Corresponding Author: [s400230026@student.ums.ac.id](mailto:s400230026@student.ums.ac.id)  
Dikirim: 01-04-2026; Direvisi: 16-04-2026; Diterima: 18-04-2026

**Abstract:** This study explores students' perspectives on the integration of TikTok storytelling in Project-Based Learning (PjBL) classrooms. The purpose of the research is to investigate how the use of TikTok as a digital storytelling platform influences students' engagement, learning experiences, and perceived learning outcomes. A qualitative descriptive approach was employed, involving students who participated in project-based activities that required them to create and share storytelling videos using TikTok. Data were collected through questionnaires, classroom observations, and interviews, and were analyzed thematically. The findings indicate that the integration of TikTok storytelling in PBL promotes positive student engagement, enhances creativity, and increases motivation in the learning process. Students perceived improvements in their communication skills, particularly in speaking and storytelling abilities, as well as greater confidence in expressing ideas. Additionally, the platform's accessibility and multimedia features supported collaborative learning and learning autonomy. However, some challenges were identified, including technical limitations and the need for clear instructional guidance. Overall, the study concludes that TikTok storytelling can serve as an effective and innovative learning medium when integrated thoughtfully into Project-Based Learning classrooms, contributing to meaningful and student-centered learning experiences.

**Keywords:** TikTok; Storytelling; Project-Based Learning; Students' perspectives; Digital learning.

**Abstrak:** Penelitian ini bertujuan untuk mengeksplorasi perspektif siswa tentang integrasi penceritaan TikTok dalam kelas Pembelajaran Berbasis Proyek (PjBL). Tujuan penelitian ini adalah untuk menyelidiki bagaimana penggunaan TikTok sebagai platform penceritaan digital memengaruhi keterlibatan siswa, pengalaman belajar, dan hasil belajar yang dirasakan. Pendekatan deskriptif kualitatif digunakan, melibatkan siswa yang berpartisipasi dalam kegiatan berbasis proyek yang mengharuskan mereka untuk membuat dan berbagi video penceritaan menggunakan TikTok. Data dikumpulkan melalui kuesioner, observasi kelas, dan wawancara, dan dianalisis secara tematik. Temuan menunjukkan bahwa integrasi penceritaan TikTok dalam PjBL mendorong keterlibatan siswa yang positif, meningkatkan kreativitas, dan meningkatkan motivasi dalam proses pembelajaran. Siswa merasakan peningkatan dalam keterampilan komunikasi mereka, khususnya dalam kemampuan berbicara dan bercerita, serta kepercayaan diri yang lebih besar dalam mengekspresikan ide. Selain itu, aksesibilitas platform dan fitur multimedia mendukung pembelajaran kolaboratif dan otonomi belajar. Namun, beberapa tantangan diidentifikasi, termasuk keterbatasan teknis dan kebutuhan akan panduan instruksional yang jelas. Secara keseluruhan, studi ini menyimpulkan bahwa bercerita melalui TikTok dapat berfungsi sebagai media pembelajaran yang efektif dan inovatif bila diintegrasikan secara bijaksana ke dalam kelas Pembelajaran Berbasis Proyek, berkontribusi pada pengalaman belajar yang bermakna dan berpusat pada siswa.

**Kata Kunci:** TikTok; Bercerita; Pembelajaran Berbasis Proyek; Perspektif siswa; Pembelajaran digital.

## INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices, particularly in the integration of social media platforms into classroom learning. Among these platforms, TikTok has emerged as one of the most popular applications among students due to its short-form video features, multimedia tools, and interactive nature. Originally designed for entertainment, TikTok has increasingly been adopted in educational settings as a learning medium that supports creativity, communication, and learner engagement. So, it can be one of the effective medium to enhance students speaking skill. It is in line with Manggo et al., (2022) utilizing TikTok as an educational tool is highly beneficial, particularly for enhancing students' English-speaking skills. This shift reflects the growing need for innovative instructional strategies that align with students' digital literacy and learning preferences in the 21st century.

With the development of technology and social media, there is a significant opportunity to integrate popular platforms like TikTok into the learning process. TikTok, a short-form video app with an average duration of 15–60 seconds, has become one of the fastest-growing platforms in the world. A study by Jain et al. (2025) showed that the prevalence of TikTok use globally among young people is very high. In aggregate, the pooled prevalence of TikTok use among the young age group (18–29 years) reached 80.19% of total respondents, including educational content. This aligns with the findings of Putri et al. (2024) who stated that short-form videos have their own pedagogical power because they combine aspects of visualization, storytelling, and emotional engagement.

In language learning contexts, especially in English as a Foreign Language (EFL) classrooms, students often encounter challenges such as low speaking confidence, limited opportunities for authentic communication, and lack of motivation. Project-Based Learning (PjBL) has been widely recognized as an effective pedagogical approach to address these challenges by engaging students in meaningful tasks, collaborative learning, and real-world problem solving. PBL emphasizes student-centered learning, autonomy, and the development of higher-order thinking skills. According to Thomas (2000), PjBL is not only a teaching strategy, but also a critical and reflective thinking framework that encourages students to construct knowledge through real-world exploration of contextual problems.

When combined with digital storytelling, PBL can provide learners with opportunities to express ideas creatively while actively using the target language in authentic contexts. TikTok storytelling offers unique affordances that align well with the principles of PjBL. Features such as video editing tools, background music, subtitles, visual effects, and easy content sharing enable students to design and present narrative projects in engaging ways. Through TikTok-based storytelling projects, students are encouraged to plan, script, rehearse, and perform their narratives, thereby integrating language skills with digital creativity. Moreover, the social nature of TikTok allows students to interact with peers through comments,



likes, and feedback, which may enhance motivation, social support, and a sense of learning community.

Despite the increasing use of TikTok in educational contexts, empirical research exploring students' perspectives on its integration within structured pedagogical frameworks such as PBL remains limited, particularly in secondary school EFL classrooms. Understanding students' perceptions is essential, as learners' attitudes toward instructional media influence their engagement, motivation, and perceived learning effectiveness. Previous studies have predominantly focused on learning outcomes or teacher perspectives, leaving a gap in research concerning how students experience TikTok storytelling as part of project-based learning activities. Therefore, this study aims to explore students' perspectives on the integration of TikTok storytelling in Project-Based Learning classrooms. Specifically, it investigates students' perceptions related to learning engagement, language skill improvement, motivation, collaboration, and the overall effectiveness of TikTok as a learning medium within PBL.

This study aims to: 1) investigate the implementation of teaching speaking skills using TikTok as a social media platform through a project-based learning approach, 2) explore students' perceptions toward the use of TikTok in speaking instruction, and 3) identify the factors that contribute to students' preferences for learning speaking through TikTok-based activities.

## **LITERATURE REVIEW**

A growing body of literature indicates that the use of TikTok in education, particularly through digital storytelling, is generally perceived positively by students. TikTok is often regarded as an engaging and enjoyable learning medium that enhances student participation compared to traditional instructional approaches. Students frequently describe learning through TikTok as more “fun” and less monotonous, which in turn increases their interest and confidence in learning English and narrative texts (Febliyansyah & Syafryadin, 2025; Afidah et al., 2021). Such positive affective perceptions play a significant role in fostering a more interactive and motivating learning environment.

From a pedagogical perspective, students also report several cognitive benefits associated with TikTok-based storytelling. The process of creating content encourages learners to simplify complex ideas for a broader audience, requiring a deeper level of understanding beyond rote memorization (U14, South African Study, 2025). In the context of language learning, TikTok storytelling is perceived as an effective tool for improving speaking skills and pronunciation. The platform's features, such as filters, music, and editing tools, motivate students to pay closer attention to the clarity, accuracy, and delivery of their narratives (Putra, 2023).

In addition, TikTok functions as a motivational tool that supports student engagement. Content that is relatable, such as “study with me” videos and peer-generated learning experiences, fosters a sense of community and shared academic struggle, which can be particularly beneficial during demanding learning periods (Lemana et al., 2024). Furthermore, the short-form nature of TikTok content aligns with the concept of microlearning or nanolearning, allowing students to consume information efficiently without experiencing cognitive fatigue associated with lengthy instructional sessions (Dixon, 2024).



Despite these advantages, the literature also highlights several challenges in using TikTok as a learning medium. One major concern is the potential for distraction, as students may easily shift from educational content to entertainment through continuous scrolling, thereby reducing academic focus (López-Carril et al., 2024). Additionally, issues related to digital literacy and privacy have been reported, with some students expressing concerns about their technical skills in video production as well as the risks associated with sharing content on a public platform.

Within Project-Based Learning (PBL) contexts, TikTok storytelling serves both as a learning process and a learning product. During the process, students engage collaboratively in generating ideas, drafting scripts, practicing language use, and revising their work based on feedback. These activities promote higher-order thinking skills, including critical thinking, creativity, communication, and collaboration, which are widely recognized as essential 21st-century competencies (Trilling & Fadel, 2009). As a final product, the TikTok video represents a tangible outcome that demonstrates students' understanding, language proficiency, and creative expression. Therefore, the integration of TikTok storytelling within PjBL not only reflects constructivist and multimodal learning principles but also enhances active participation and supports meaningful learning experiences, particularly in language and communication-focused classrooms.

## **RESEARCH METHOD**

This research utilizes a qualitative research method that clearly illustrates the application of TikTok to student learning improvement (a case study of a small group of students at SMPN 9 Madiun). In this study, the data or information obtained is described based on the facts found in the field and presented in the form of words or sentences, followed by conclusions. Qualitative research is an in-depth examination of a phenomenon being studied by examining the phenomenon in greater detail in cases with varying problem characteristics Syafrida Hafni Sahir (2002). This type of research uses descriptive case studies to focus more on a specific unit within a range of phenomena.

Data analysis techniques can be summarized as techniques that discuss the process of processing data and information obtained during research to obtain research results. In this qualitative research, the researcher collected data through interviews and documentation. Data collection was conducted over several periods, ranging from days to months, resulting in a large amount of data. Data reduction is summarizing, focusing on important points, and selecting the main points, then searching for themes and patterns. Data reduction can be defined as the stages of selecting data findings that align with research needs. Data reduction occurs continuously as the research progresses.

Data presentation is the collection of information from the data obtained and then presented in a research study. Data presentation is the process of organizing a collection of information, thus enabling conclusions and action. Qualitative data presentation can take the form of narrative text, field notes, graphs, networks, matrices, and charts. Presenting data makes it easier to understand what happened and plan further activities based on what has been understood.

Data verification, or drawing conclusions from qualitative research, is a new finding that has never existed before. The findings obtained can be descriptions or



images of objects that previously did not exist and are temporary. After all data has been analyzed and collected, the next step is to draw conclusions regarding the results obtained.

## RESULT AND DISCUSSION

### Result

Most students perceived TikTok storytelling as an enjoyable and motivating learning activity. They reported that creating short storytelling videos made the learning process more interesting compared to conventional classroom activities. The use of familiar social media platforms reduced boredom and encouraged active participation throughout the project. Students stated that they were more enthusiastic about completing their projects because TikTok allowed encourage creativity and self-expression.

To provide a clearer overview of the research findings, the students' perceptions toward the implementation of TikTok storytelling in Project-Based Learning are summarized into several major themes. These themes were generated through thematic analysis of the data collected from interviews and observations. The summary of the findings is presented in Table 1.

**Table 1.** Summary of Students' Perceptions on TikTok Storytelling in PjBL

Theme	Description of Findings	Representative Insights
Engagement and Motivation	Students perceived TikTok storytelling as enjoyable and motivating. The activity reduced boredom and increased active participation in learning.	Students felt more enthusiastic and interested compared to conventional classroom activities.
Improvement of Speaking Skills	TikTok storytelling helped students improve pronunciation, fluency, and intonation. Repeated video recording reduced anxiety.	Students gained confidence as they could rehearse, edit, and refine their speaking performance.
Creativity and Storytelling Ability	The platform encouraged students to develop creative ideas, organize narratives, and use multimedia features effectively.	Students learned to construct storylines and convey messages within short video formats.
Collaboration and Teamwork	Group-based projects promoted idea sharing, task distribution, and peer support.	Peer feedback improved video quality and strengthened social interaction among students.
Authentic Learning Experience	Learning through TikTok connected classroom activities with real-world digital practices.	Students felt learning was more relevant to their daily lives and future communication needs.
Challenges and Limitations	Some students experienced technical issues, limited internet access, and difficulties in video editing.	A few students also felt shy appearing on camera, although these challenges were manageable.
Overall Effectiveness	TikTok storytelling was perceived as an innovative and effective learning strategy.	It supported active learning, communication skills, creativity, and classroom engagement.

As shown in Table 1, the findings are categorized into seven major themes, including engagement and motivation, improvement of speaking skills, creativity and storytelling ability, collaboration, authentic learning experience, challenges, and overall effectiveness. Each of these themes is further elaborated in the following sections to provide a deeper understanding of students' experiences and perceptions.



Students perceived that TikTok storytelling helped them improve their speaking skills, particularly pronunciation, fluency, and intonation. The opportunity to record videos multiple times reduced anxiety and allowed students to practice speaking before submitting their final projects. Many students felt more confident speaking English because they could prepare scripts, rehearse, and edit their performances. This perception suggests that TikTok storytelling provided a supportive environment for language practice.

Another prominent theme was the enhancement of creativity and narrative ability. Students perceived TikTok storytelling as a platform that encouraged them to explore creative ideas, organize story structures, and use visual and audio effects to support their messages. Through the project-based approach, students learned how to develop storylines, select appropriate vocabulary, and convey meaning effectively within a limited time. This process helped them understand storytelling concepts more deeply.

Students perceived that TikTok storytelling promoted collaboration and teamwork. Working in groups allowed them to share ideas, divide tasks, and support each other during the project. Peer feedback played an important role in improving the quality of the videos and enhancing mutual learning. Students also reported that collaboration increased their sense of responsibility and strengthened social relationships within the classroom.

Many students perceived TikTok storytelling as an authentic learning experience because it connected classroom tasks with real-world digital practices. They felt that using TikTok made learning more relevant to their daily lives and future communication needs. Students believed that storytelling through social media helped them use English in a more natural and meaningful context rather than solely for academic purposes.

Despite overall positive perceptions, some students reported challenges related to technical issues, such as limited internet access, video editing difficulties, and time constraints. A few students also mentioned feeling shy about appearing on camera. However, these challenges were generally viewed as manageable and did not significantly reduce students' interest in the activity.

Overall, students perceived TikTok storytelling in Project-Based Learning classrooms as an effective and innovative learning strategy. They believed that the integration of TikTok supported active learning, creativity, collaboration, and communication skill development. The findings indicate that TikTok storytelling contributed positively to students' learning experiences and fostered a more interactive and engaging classroom environment.

## **Discussion**

The findings of this study indicate that the integration of TikTok storytelling in Project-Based Learning (PBL) creates a more engaging and motivating learning environment for students. This result is consistent with recent studies conducted by Widiya and Salmiah (2024), who found that TikTok significantly increases students' interest and enthusiasm in learning English due to its interactive and entertaining features. Similarly, Agustina and Dharmawan (2024) reported that students perceive TikTok as an enjoyable learning medium that enhances their emotional engagement. These findings suggest that integrating familiar digital platforms into instructional



practices can effectively support student-centered learning and increase classroom participation.

In terms of speaking skill development, the findings of this study align with research by Ningroom and Mandarani (2024), who demonstrated that TikTok can improve students' speaking skills, particularly in pronunciation and fluency. Likewise, Rahmawati et al. (2023) found that the use of TikTok in language learning significantly enhances students' speaking performance through repeated practice and video-based activities. The ability to rehearse and re-record videos allows learners to refine their language output and build confidence, which is essential in developing communicative competence.

Furthermore, this study reveals that TikTok storytelling enhances students' creativity and narrative abilities. This finding is supported by Budiarti and Kurniati (2024), who argue that TikTok encourages creative expression through the integration of multimedia elements such as visuals, audio, and text. In addition, Tamaño (2025), in a recent literature review, highlights that TikTok-based learning promotes students' creativity, communication skills, and self-expression in digital learning environments. These findings indicate that TikTok aligns with the demands of 21st-century learning, where creativity and multimodal communication play a crucial role.

Another important finding is the promotion of collaboration and interaction among students. Within the PBL framework, students worked collaboratively to create storytelling videos, which involved sharing ideas, dividing tasks, and providing peer feedback. This is in line with Salam et al. (2025), who found that social media platforms facilitate collaborative learning and increase peer interaction in language education contexts. The interactive features of TikTok further support social learning by enabling communication beyond the classroom.

Moreover, students perceived TikTok storytelling as an authentic learning experience that connects classroom activities with real-life digital practices. This finding is supported by Sari et al. (2024), who argue that TikTok can function as a meaningful learning tool by integrating real-world communication practices into classroom instruction. Similarly, Rini et al. (2024) found that students feel more connected to learning when digital platforms they frequently use in daily life are incorporated into educational activities.

However, this study also identified several challenges, including technical issues, limited internet access, and difficulties in video production. These findings are consistent with Sari et al. (2024), who noted that the effectiveness of TikTok in education depends on technological readiness and instructional support. Additionally, potential distractions remain a concern, as students may shift from educational content to entertainment if not properly guided.

Overall, the findings confirm that TikTok storytelling is an innovative and effective instructional strategy within PBL classrooms. It supports language development, motivation, creativity, collaboration, and digital literacy. As emphasized by Tamaño (2025) and Salam et al. (2025), the integration of social media platforms like TikTok in education reflects current digital learning trends and offers significant potential for enhancing students' learning experiences when implemented with appropriate pedagogical strategies.



## CONCLUSION

This qualitative study concludes that the integration of TikTok storytelling in Project-Based Learning (PBL) classrooms is perceived positively by students and contributes meaningfully to the learning process. The findings reveal that TikTok storytelling creates an engaging, interactive, and enjoyable learning environment that encourages students to actively participate in project-based tasks. Students perceived that the use of TikTok helped them express ideas more creatively, improve their storytelling and speaking skills, and gain confidence in using English through authentic and contextual learning activities.

Furthermore, TikTok storytelling supports key principles of Project-Based Learning by promoting collaboration, autonomy, and real-world relevance. Students appreciated the opportunity to work collaboratively in planning, creating, and presenting their storytelling projects, which enhanced their communication skills and sense of responsibility. The visual and audio features of TikTok were also perceived as effective tools for organizing ideas, practicing pronunciation, and delivering narrative texts in a more meaningful way. Overall, students viewed TikTok storytelling as an innovative learning medium that aligns well with their digital literacy and learning preferences.

## REFERENCES

- Afidah, N., Sari, N. K., & Hanifah, H. (2021). Investigating students' perspectives on the use of TikTok as an instructional media in distance learning during pandemic era. *Dinamika: Jurnal Kajian Pendidikan dan Keislaman*, 6(2), 47–68.
- Agustina, R. M., & Dharmawan, Y. (2024). Exploring students' perception on the benefits of TikTok content for English language learning. *Jurnal Multidisiplin Indonesia*, 2(4). <https://doi.org/10.62007/joumi.v2i4.376>
- Budiarti, E., & Kurniati, K. N. (2024). Developing children's creativity through the TikTok social media platform. *Jurnal Pendidikan Usia Dini*, 18(1), 154–169. <https://doi.org/10.21009/JPUD.181.11>
- Dixon, S. (2024). The rise of microlearning and short-form video in education. *Journal of Digital Learning*, 12(1), 45–60.
- Fardiah, D., Rinawati, R., Darmawan, F., Abdul, R., & Lucky, K. (2020). Media literacy for dissemination anticipated fake news on social media. *Mediator: Jurnal Komunikasi*, 13(2), 278–289. <https://doi.org/10.29313/mediator.v13i2.6624>
- Febliyansyah, R., & Syafryadin, S. (2025). Students' perceptions of TikTok in English learning: A case study. *Journal of English Education Research*, 10(1), 1–10.
- Jain, R., et al. (2025). Global trends in TikTok usage among youth: A systematic analysis. *Journal of Social Media Studies*, 8(2), 112–125.
- Lemana, A., et al. (2024). Social media engagement and student motivation in digital learning environments. *International Journal of Educational Technology*, 15(2), 88–102.



- López-Carril, S., et al. (2024). TikTok and education: Opportunities and challenges in digital learning. *Computers & Education*, 198, 104742.
- Manggo, J., et al. (2022). Utilizing TikTok as an educational tool for improving speaking skills. *Journal of Language Teaching*, 7(2), 55–67.
- Nabilah, A., Lazuardiyah, F., Syaifuddin, S., & Abdi, W. M. (2021). Students' perception toward the use of TikTok video in learning writing descriptive text. *Journal of Research on English and Language Learning*, 2(1), 164–177. <https://doi.org/10.33474/j-reall.v2i1.9017>
- Ningroom, S. C., & Mandarani, V. (2024). Using TikTok to boost students' speaking skills. *Indonesian Journal of Education Methods Development*, 19(1). <https://doi.org/10.21070/ijemd.v19i1.842>
- Putra, A. (2023). The effectiveness of TikTok in improving students' pronunciation skills. *Journal of English Language Teaching*, 11(2), 89–98.
- Putri, D. A., et al. (2024). The pedagogical power of short-form video in education. *Journal of Educational Media*, 9(1), 22–35.
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application. *Journal of Languages and Language Teaching*, 11(1), 137–143. <https://doi.org/10.33394/jollt.v11i1.6633>
- Rini, Y. P., Nugraha, M. F., & Taliban, K. (2024). How TikTok enhances speaking skills in senior high school students. *Lexeme: Journal of Linguistics and Applied Linguistics*, 6(1).
- Salam, U., Ikramunnisa, E., Rezeki, Y. S., & Queiroz, C. (2025). Social media for English teaching and learning: A bibliometric analysis. *International Journal of Pedagogy and Teacher Education*, 9(1).
- Sari, N. N., et al. (2024). Beyond entertainment: TikTok as an alternative tool for language assessment. *EDUCASIA Journal*, 10(2). <https://doi.org/10.21462/educasia.v10i2.326>
- Simanungkalit, J. R. M., & Katemba, C. V. (2023). Utilizing English TikTok as a media in learning vocabulary. *Eduvelop: Journal of English Education and Development*, 6(2), 137–150. <https://doi.org/10.31605/eduvelop.v6i2.2331>
- Suripto, C. W., Perdana, I., & Luardini, M. A. (2023). Utilizing TikTok in project-based learning at intermediate English-speaking class. *Bitnet: Jurnal Pendidikan Teknologi Informasi*, 8(1), 7–13. <https://doi.org/10.33084/bitnet.v8i1.4649>
- Tamaño, L. D. E. (2025). Utilizing TikTok in enhancing language abilities: A literature review. *Journal of Digital Learning and Distance Education*, 4(5), 1682–1688.
- Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation.
- Widiya, S., & Salmiah, M. (2024). TikTok as a media to increase students' interest in learning English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2).

