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EXAMINING TIKTOK AS E-LEARNING PLATFORM ATTRIBUTE AND STUDENTS' ACCEPTANCE

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Abstract:

TikTok is a social networking platform for uploading short films that has grown in popularity among young students. However, its promise as an e-learning platform attributes has yet to be realized. The purpose of this study is to evaluate the characteristics of TikTok that contribute to students' acceptance of it as an e-learning platform attributes at Faculty of Hotel and Tourism Management, Universiti Teknologi MARA. It entails examining aspects like usability, interactivity, content relevancy, and user engagement. The study's goal is to investigate how much these characteristics influence students' acceptance of TikTok as an e-learning tool. A quantitative data collection method being used. SPSS was performed to analyzed the proposed hypotheses. Finding showed that useful insights into TikTok's potential as an e-learning platform attributes and its qualities as perceived by Faculty of Hotel and Tourism Management, Universiti Teknologi MARA students. It will add to the existing e-learning literature and give recommendations for educators and policymakers on how to effectively integrate TikTok into educational practices.

Keywords:

Tiktok, E-learning Platform Attributes, Students' Acceptance

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Introduction

The introduction of e-learning platforms has changed the traditional learning landscape bringing about a few student-appealing characteristics. E-learning is learning using computer technology and the internet (Alam, 2021; Findlay, 2022). Flexibility is one of the most appealing characteristics of e-learning platforms. Students' can access learning materials and courses from any location and at any time, removing the constraints of physical classrooms and set schedules. This enables students to learn at their own tempo, considering their individual obligations and preferences.

Student acceptance is to see the acceptance of student apply of e-learning among students was modest and influenced by factors such as usability and ease of use (Al-Maroof, Ayoubi, Alhumaid, Aburayya, Alshurideh, Alfaisal & Salloum, 2021). Students' acceptance of e-learning platforms has been rising consistently as they recognise their advantages and benefits. E-learning platforms are an appealing option for students' seeking quality education in a modern and convenient format due to their convenience, adaptability, wide range of courses, interactive content, and personalised learning experiences.

TikTok, a prominent social media platform, could be used as an e-learning platform. With its large user base and brief video format, it can provide educational content that is both engaging and vibrant. Perhaps bite-sized educational recordings are one solution (Draganić, Marić & Lukač, 2021). The short video format of TikTok, which is typically limited to a few seconds or one minute, is ideal for conveying quick and concise educational material. Teachers, professors, and subject matter experts can create visually captivating and engaging videos covering specific topics. Short video platforms have become a popular way for millennials to share entertaining content on social media networks. Most platforms are mobile applications that allow users to create, alter, share, and view brief videos (Salloum, Alhamad, Al-Emran, Monem & Shaalan, 2019; Findlay, 2022). The sharing and acquisition of creative skills like cookery, drawing, and crafts has become popular using short videos. Through visually engaging content and communication traits, short videos on social media platforms transform the experience of acquiring creative skills.

Malaysian research on social media, especially TikTok, for teaching and learning purposes in higher education classrooms is limited (Adnan, Ramli & Ismail, 2021). In fact, the need for distance learning during the initial stages of the Covid-19 pandemic heightened the importance of this transition more recently. After Covid-19, the use of TikTok is becoming more pervasive. The success of an e-learning platform attributes depends heavily on the acceptance and willingness of students to use it. The content of the TikTok prompted both positive and negative feedback. Therefore, the specific objective of this study to examine acceptance of student towards TikTok as e-learning platform attributes at Faculty of Hotel and Tourism Management, Universiti Teknologi MARA.

Literature Review

Presentation Attribute and Students' Acceptance

E-learning is technologically dependent, requiring gear, apps, and network infrastructure. Today, the majority an institution providing e-learning also only requires typical server technology and internet access, both of which must be sized based on demand, which is determined by factors involving the number of students' concurrently using the platform and

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the sort and number of media being served. To satisfy these new expectations, an open-source e-learning platform is a viable choice (Alam, 2021).

E-learning solutions that interest us are free e-learning platforms, because their costs, their states of development, their directions, and used technologies rendered them very close to the axis of this research (Ouadoud, Rida & Chafiq, 2021; Alsobhi, Khan & Rahanu, 2015). When the system begins, it is referred to as captivity, and when the learner initiates, it is referred to as adaptability. Captivity refers to a system's capacity to automatically change its presentation based on student attributes, whereas adaptability refers to a system's ability to accommodate human adjustment.

Social learning theory has been used to analyze student outcomes in hybrid learning settings, including online engagement, participation kinds, and learning styles According Li, Hong and Craig (2023), e-learning can be more effective than face-to-face learning due to improved interaction and rapid feedback, and with proper course design, it can overcome geographical barriers to education. Globalization has led to more flexible learning through the use of networked media and telecommunications among academics and students.

The whole list-analytical model outlines how people process information. Analysts are more prone to digest knowledge in depth, whereas those who list prefer to study content internationally. The verbalize-image summaries how people express themselves. Verbalizes like to communicate information verbally, whereas images prefer to offer information visually. Common activities and services of e-learning technology that may be provided to students include, for example, news broadcasts and declarations, downloading of class papers, taking tests, and the ability to contact other students' or professors when necessary (Craig, 2023). Based on the above review, the hypotheses of this present study are presented:

H1: There is a significant relationship between presentation attribute and students' acceptance.

Hypermediality Attribute and Students' Acceptance

Hypermediality enables not just communication through several channels (audio, video and textual), but also the organization of courses in a non-sequential manner, perhaps allowing a learner to take a logical path other than the one offered. It is vital to note the low learning value of non-contextual links, which save references to destination documents without referring to the point from where the connection conceptually begins in an educational setting, where information receives meaning solely from its framework. Hypermediality takes into account elements related to communication over several channels and follows a perhaps non-sequential structure, emphasising the analysis and rationalisation of reading routes (Sternad, Deželak, Parusheva & Bobek, 2022).

Chat programs, for example, enable deaf students to converse; text-to-speech apps in e-learning have assisted blind students' in reading many books. Grammar and spell-checking programs built into several e-learning software help dyslexic pupils overcome their limitations. If the learning content is more accessible, e-learning may be a helpful resource for impaired students' (Ouadoud, Rida & Chafiq, 2021). Educational software allows a wide range of individuals to utilise learning resources and helps their learning process; yet, it is evident that educational software makers must now consider the reality that students learn in a variety of ways. Based on the above review, the hypotheses of this present study are presented:

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H2: There is a significant relationship between hypermediality attribute and students' acceptance.

Application Proactivity and Students' Acceptance

Application proactivity considers the processes and modalities via that the application supports the user's training and activities. Platform tools (e.g., communication tools) that are not strictly connected to viewing the content are examples of application proactivity. The ease of use of such instruments is even more important in LCD systems since the consumer just makes one effort, which is learning, which is the fundamental purpose (Hijazi, Hammad & Al-Khasawneh, 2019).

Adopting a Learner-Centred (LC) technique is critical to developing a system that meets usability standards. Whereas UCD assumes users' shared culture and comparable experiences, LCD must address a diversity of learner types due to unique learning styles, various experiences in the learning area, and different reasons for performing the learning task. Furthermore, online learning environments use interactive network systems, including e-learning systems (ELSs), to improve teaching and learning by managing material across several activities (Alam, 2021). Based on the above review, the hypotheses of this present study are presented:

H3: There is a significant relationship between application proactivity attribute and students' acceptance

Methodology

The subject of this study was students within the Faculty of Hotel and Tourism Management, Universiti Teknologi MARA. Data for this study were gathered through self-administered questionnaires. From the 150 questionnaires distributed, 140 questionnaires were returned and unfortunately, 10 questionnaires were found to be unusable because of incomplete information or the respondents were not the subject of focus in this study. Therefore, only 140 questionnaires were coded and analyzed. The non-probability with convenience sampling was used to select the sample of this study. The convenience sampling is categorized into two major type which are purposive sampling and judgemental sampling. In this study, purposive sampling was used because of the filtering questions in the questionnaire and the selection of the respondents described. The students' acceptance was recorded on a Likert five-point scale in which 5 was scored as strongly agree, 4 as agree, 3 as neutral/not sure, 2 as disagree, and 1 as strongly disagree. In answering the research objectives of this study, the statistical tool used in this study was the Statistical Product and Service Solutions (SPSS).

Results

Descriptive Analysis

The demographic features of the present study include semester, gender, age group, frequent access any social media, frequent use social media for a day and how long have you watched TikTok content. The following table outlines the demographic variables of this study.

As presented in Table 1, the results indicated that out of the 140 respondents, 41 respondents (29.1%) are from students who from semester 6. This is followed by 22 respondents (15.6%) are from students in semester 3 and 21 respondents (14.9%) are from students in semester 1.

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Meanwhile, 19 respondents (13.5%) are from semester 2 and semester 5. However, 12.8% (18 respondents) indicated students in from semester 4.

Out of the 140 respondents, 91 respondents (64.5%) were female. The age group reveals that 130 respondent (92.2%) belong to the age group of 21-30 years old. Meanwhile, only 10 respondents (7.1%) were below 21 years old.

Table 1: Summary of Demographic Profile (n=140)

Demographic Variables	Categories	Frequencies	Percentages
Semester	Semester 1	21	14.9
	Semester 2	19	13.5
	Semester 3	22	15.6
	Semester 4	18	12.8
	Semester 5	19	13.5
	Semester 6	41	29.1
Gender	Male	49	34.8
	Female	91	64.5
Age group	Below 21 years old	10	7.1
	21-30 years old	130	92.2
	31-40 years old	0	0
	41 - 50 years old	0	0
	51 years old and above	0	0
Frequent access any social media	TikTok	101	71.6
	Instagram	30	21.3
	Twitter	5	3.5
	Facebook	4	2.8
	Others	0	0
Frequent use social media for a day	25%	8	5.7
	50%	73	51.8
	75%	42	29.8
	100%	17	12.1
How long have you watched TikTok content	1 minute	6	4.3
	3 minutes	6	4.3
	10 minutes	27	19.1
	More than 10 minutes	101	71.6

Have to note here, which is TikTok represented the highest frequent access of social media with 101 respondents (71.6%). Respondents were also asked about the frequent use social media for a day. The majority of respondents (73 respondents) have use social media for a day is 50%. Furthermore, the highest of how long have you watched TikTok content is more than 10 minutes represented 101 respondents (71.6%). On the spend time to watched TikTok content, most of the respondents (101 respondent or 71.6%) had watched more than 10 minutes per session.

Mean and Standard Deviation of Study Variables

From Table 2, mean for the study variables ranged from 5.07 to 5.12. Respondents in this study were high rated by perceived e-learning platform attributes by the students. Respondents of this study highly agreed that they would be accepting to the e-learning platform attributes. Table 2 shows the results of the mean for the study variables.

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Table 2: Mean for Study Variables (n=140)

Variable	N	Mean (M)	Std. Deviation (SD)
Student's Acceptance	140	5.07	1.00
E-learning Platform Attributes	140	5.11	0.77
• Presentation	140	5.12	0.94
• Hypermediality	140	5.11	0.95
• Application Proactivity			

Pearson Correlation

Table 3 exhibits the results of correlational research design between variables. Strength of correlation as follows r=1 was perfect relationship, r≥0.7 with strong relationship, meanwhile 0.5<r <0.7 as moderate relationship, Next r ≤ 0.5 was weak relationship, the last strength was r= 0 means no relationship (Bhandari, 2022).

Table 3: Summary Correlations Analysis e-Learning Platform Attribute and Students' Acceptance

		Students' Acceptance	Presentation	Hypermediality	Application Proactivity
Students' Acceptance	Pearson Correlation	1	.740**	.83**	.88**
	Sig. (2-tailed)		.001	.001	.001
	N	140	140	140	140
Presentation	Pearson Correlation	.740**	1	.822**	.827**
	Sig. (2-tailed)	.001		.001	.001
	N	140	140	140	140
Hypermediality	Pearson Correlation	.830**	.822**	1	.852**
	Sig. (2-tailed)	.001	.001		.001
	N	140	140	140	140
Application Proactivity	Pearson Correlation	.880**	.827**	.852**	1
	Sig. (2-tailed)	.001	.001	.001	
	N	140	140	140	140

As shown in Table 3, the results showed value to be r =.740, p<.001) was regarded strong. It demonstrates that there is a favorable association between presentation and students' acceptance. Therefore, hypothesis 1 was supported.

The table also portray that the correlation coefficient was r =.830 with p-value of <.001 implying that there is a strong association between hypermediality and students' acceptance. Thus, hypothesis 2 are fully supported.

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Hence, the results revealed a correlation coefficient of r =.880 and p-value was <.001 less than 0.01 which is demonstrated a strong relationship between application proactivity and students' acceptance. Hence, hypothesis 3 are supported.

Discussions

This study investigates the predictors of students' acceptance. Specifically, it examined the relationship between e-learning platform attributes and students' acceptance in Faculty of Hotel and Tourism Management, Universiti Teknologi MARA.

Based on the findings of this study, presentation attribute does give impact with the students' acceptance. These findings were aligned with Alsobhi, Khan and Rahanu, (2015) that outlined e-learning as the delivery of educational resources using gadgets in an open, flexible, and distributed learning environment to anyone, anywhere, and at any time. Furthermore, open or adaptable education means giving pupils the ability to choose time, place, pace, material, style of learning, types of assessments, and collaborative or independent learning.

Particularly, mostly students agree that it is possible to personalize interface graphics in TikTok. Graphic content is any form of visual material that is regarded unpleasant, offensive, or improper. It can include pictures, films, drawings, and other digital or print media that display explicit or graphic visuals. Graphics are often used by teachers to supplement text and tables in their teaching materials. Graphics, when chosen and used appropriately, may provide vital context and information. When visuals are badly designed, they can confuse pupils and impair their grasp of crucial topics.

Additionally, there is a significant relationship between the hypermediality attribute and students' acceptance. This finding is aligned with the statement mentioned by Ouadoud, Rida and Chafiq (2021) that describes e-learning as the use of multimedia technologies and the Internet to improve educational quality by enhancing access to resources, services, and information sharing. Mostly student agree that the lecturer is supported in preparing multimedia material in TikTok. Multimedia encompasses software and technologies that work with text, data, graphics, sound, and full-motion video. Multimedia has the potential to offer a greater and more compelling message than ordinary text due to its use of several forms. Multimedia files are considerably bigger than text-based data and are hence typically saved on CD-ROMs. Games and instructional applications frequently make use of multimedia. Teaching in a multimedia context has a considerably greater beneficial impact on academic accomplishment than traditional teaching, making things to be studied much more intelligible and the learning atmosphere much more enjoyable.

Moreover, the application proactivity attribute has a significant relationship with students' acceptance. As discussed by Hijazi, Hammad and Al-Khasawneh (2019), successful system installation and learner uptake entail understanding user acceptance methods and approaches for persuading pupils to use new technologies. Majority of students accept that lecturers can access a setting library to suggest winning models in TikTok. According to the study, utilizing TikTok as a learning tool can improve English pronunciation skills while also improving literacy and speaking abilities. TikTok for education has the potential to make studying more fun, minimize boredom, and improve students' speaking abilities. Finally, TikTok may be used in classrooms to promote academic and social-emotional well-being, increase participation, and foster a sense of community. Using TikTok enabled them to cultivate relationships, get

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support, express themselves, and become more conscious of their privilege and global challenges.

Moreover, students who are happy with e-learning offer high-quality learning services to their organizations. Demand for e-learning continues to increase since it can reach a global audience while also delivering new efficiency, accessibility, and flexibility throughout time. TikTok is highly preferred for knowledge acquisition in the learning environment and active participation of pupils is one of its primary benefits in education. Constructionist learning theory states that pupils are more likely to learn by developing their own knowledge via direct experience and social interaction. TikTok can increase student engagement by promoting project-based learning or creative activities. Students may produce short movies that address the subjects they are studying, discuss ideas with peers, and work together to enhance their comprehension.

Conclusion And Future Research

According to the study's findings, the e-learning platform attributes exerts a good influence on student acceptance. Specifically, e-learning promotes university involvement and has a good impact on student engagement with the organization. Hopefully, this study benefited and offered strong evidence for recognizing the favorable effects on student acceptance. The findings and suggestions can also be used to inform future research and the growth of future student acceptance.

For the theoretical component, this study aids in gaining a greater awareness of the study's goal. In other words, this study contributes to our understanding of the significance e-learning platform attributes as a predictor of students' acceptance. Knowing the influence of students' acceptance can provide as another evidence that the e-learning platform attributes is crucial in promoting students' Faculty of Hotel and Tourism Management, Universiti Teknologi MARA. Students will benefit from a study on the link between the qualities of an e-learning platform attributes and student acceptability. In the Malaysian context, this research project advances the theory of effectiveness by incorporating the characteristics of an e-learning platform into learning such that students receive useful information. The conclusions of this research can be enhanced by doing a future study on the usefulness of e-learning in student learning.

From a practical perspective, the outcome of this study presents e-learning platform bring positive supported to students' acceptance. Besides, e-learning has numerous benefits over traditional education, such as easier access despite location, resource scalability, enhanced academic performance, self-paced learning, and cost effectiveness. The ministry can consider how to balance the method of learning. Students may acquire the topic in both traditional and modern methods, including online. Students, for example, already study in school using social media platforms such as YouTube and TikTok. University students have been trained to utilize a variety of approaches to get knowledge about the subject. They can discover a thesis on the website, just like they would while performing research. In reality, TikTok is one of the venues that lectures may utilize to teach their students. By the clear understanding of this study, it can help the students to get the information about the studies. An e-learning platform is a collection of virtual services that give knowledge, resources, and tools to teachers, students, and others involved with learning to support and improve education delivery and administration.

A number of shortcomings have been identified in the study. The researchers collected data gathered is limited in scope and primarily focuses on that specific location. As a result, future

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studies should widen the scope by concentrating on another level of the program such as Master Degree. Another drawback is that the survey only looked at the perspective of university students. As a consequence, beforehand spreading the survey, the future researcher might conduct a focus group with academic experts, particularly in advance technology learning to confirm the dimensions for each e-learning attribute. Finally, this survey's respondents were all Faculty of Hotel and Tourism Management, Universiti Teknologi MARA which may contribute to biases. As a consequence, it would be beneficial the future research for the unit analysis, include students from various universities and from another faculty in this study. As a consequence, the findings will be totally captured on the perspective of the efficacy of social media for students in applying the e-learning platform at university. This assures an efficient product that will grow in variety and detail in the future.

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