
IMPROVING STUDENTS' INTEREST IN LEARNING ECONOMICS THROUGH TIKTOK MEDIA WITH CONTEXTUAL TEACHING AND LEARNING MODEL: A CLASSROOM ACTION RESEARCH

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Abstract

Low interest in learning economics was identified among Class XI students at MA Al-Mubarak Jember, where classroom learning had been dominated by theoretical content, lectures, and conventional assignments. This classroom action research (CAR) aimed to improve students' interest in learning economics through the integration of TikTok media and the Contextual Teaching and Learning (CTL) model. The participants were 15 students in Class XI, representing the intact class involved in the action. The study followed the Kemmis and McTaggart cycle of planning, action, observation, and reflection and was implemented in two cycles. Data consisted of classroom observations, semi-structured interviews, and learning documentation, supplemented by a 1–4 rating scale for learning-interest indicators. Descriptive results showed that the proportion of students classified as having low learning interest decreased from 46.67% (7 students) in Cycle I to 20.00% (3 students) in Cycle II, while the proportion classified as high increased from 20.00% (3 students) to 33.33% (5 students). Using the classroom criterion that at least 80% of students should reach the predetermined completeness threshold, Cycle II reached 80.00% (12 of 15 students). These findings indicate an improvement in learning interest within this class across the two action cycles. Because the study used one intact class without a comparison group and the available manuscript does not report a pre-cycle baseline, the findings are interpreted as a classroom-level improvement associated with the implementation and refinement of the intervention, rather than evidence that TikTok–CTL alone caused the change.

Kata Kunci: Minat Belajar; Pendidikan Ekonomi; TikTok; Pengajaran Dan Pembelajaran Kontekstual; Penelitian Tindakan Kelas.

Abstrak

Rendahnya minat belajar ekonomi diidentifikasi pada siswa kelas XI MA Al-Mubarak Jember dalam pembelajaran yang sebelumnya didominasi materi teoritis, metode ceramah, dan tugas konvensional. Penelitian tindakan kelas (PTK) ini bertujuan meningkatkan minat belajar ekonomi melalui integrasi media TikTok dan model Contextual Teaching and Learning (CTL). Subjek penelitian adalah 15 siswa kelas XI sebagai kelas utuh yang dikenai tindakan. Penelitian mengikuti siklus Kemmis dan McTaggart yang meliputi perencanaan, tindakan, observasi, dan refleksi serta dilaksanakan dalam dua siklus. Data diperoleh melalui observasi kelas, wawancara semiterstruktur, dan dokumentasi pembelajaran, serta

dilengkapi skala penilaian minat belajar 1–4. Secara deskriptif, proporsi siswa dalam kategori minat rendah menurun dari 46,67% (7 siswa) pada Siklus I menjadi 20,00% (3 siswa) pada Siklus II, sedangkan kategori minat tinggi meningkat dari 20,00% (3 siswa) menjadi 33,33% (5 siswa). Dengan menggunakan kriteria ketuntasan klasikal bahwa sedikitnya 80% siswa mencapai ambang ketuntasan yang telah ditetapkan, Siklus II mencapai 80,00% (12 dari 15 siswa). Temuan tersebut menunjukkan adanya peningkatan minat belajar di kelas ini dari Siklus I ke Siklus II. Karena penelitian hanya melibatkan satu kelas tanpa kelompok pembandingan dan naskah yang tersedia belum melaporkan data pra-siklus, hasil ditafsirkan sebagai perbaikan pada tingkat kelas yang berkaitan dengan pelaksanaan dan penyempurnaan tindakan, bukan sebagai bukti bahwa TikTok–CTL merupakan satu-satunya penyebab perubahan.

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INTRODUCTION

Education is expected to create learning environments in which students participate actively and perceive learning as meaningful. In economics education, this objective can be challenging when abstract concepts are delivered predominantly through lectures and conventional assignments. Interest is an important psychological dimension of learning because it is related to students' engagement with learning activities and the development of sustained interest (Hidi & Renninger, 2006; Renninger & Hidi, 2019).

Preliminary observation and an interview with the economics teacher at MA Al-Mubarak, Puger District, Jember Regency, on February 21, 2026 identified low engagement among Class XI students. According to the teacher, students frequently appeared less enthusiastic, became bored, and tended to be passive during economics lessons. The teacher also reported that students found it difficult to connect abstract economic material with situations in their everyday lives. The classroom process was largely dominated by lectures and conventional assignments, providing a practical basis for improving the learning process.

Social media may provide one possible contextual bridge because adolescents are familiar with short-form digital content (Chakravarty & Chowdhury, 2025; Parisi, 2025; Rahma, 2025). A systematic review by Al-Qaysi et al. (2023) indicates that social-media adoption in education is shaped by user, social, and technological factors, meaning that educational value depends not simply on platform use but on how it is integrated into pedagogy. A systematic review by Caldeiro-Pedreira and Yot-Domínguez (2023) similarly identifies short-form video, participatory practices, and platform affordances as potential resources for

educational use, while also emphasizing the need for pedagogical guidance. Conde-Caballero et al. (2024), working in higher education, also reported positive student evaluations of TikTok-based microlearning. These findings are relevant to the present study at the level of instructional mechanism, although the higher-education context differs from a madrasah aliyah classroom.

The present study therefore focuses on TikTok not as an unrestricted entertainment platform but as a medium embedded in a contextual learning sequence. The instructional rationale is that economic concepts can be introduced through short videos and then connected to students' everyday experiences, discussed collaboratively, and transformed into educational content. This approach is consistent with the contextual emphasis of CTL and with the idea that interest can develop when learners perceive meaningful connections between content and their experiences (Hidi & Renninger, 2006).

Within the scope of the literature cited in this manuscript, prior studies establish the educational potential of social media and TikTok, but they do not provide direct evidence for the specific classroom action sequence examined here: the integration of TikTok media with CTL in economics learning among Class XI students at MA Al-Mubarak Jember. The novelty claim is therefore deliberately limited to the combination of intervention, subject matter, and classroom context examined in this study, rather than the stronger claim that no similar study exists.

Based on the classroom problem, this classroom action research aimed to improve the economics learning interest of Class XI students at MA Al-Mubarak, Puger District, Jember Regency, through the implementation of CTL integrated with TikTok media. The study also aimed to describe the changes between action cycles and the classroom adjustments made through reflection.

METHOD

This study employed Classroom Action Research (CAR) with a mixed evidence structure consisting of qualitative classroom data and descriptive quantitative data. The design followed the Kemmis and McTaggart spiral cycle of planning, action, observation, and reflection. Two cycles were implemented, with the second cycle functioning as a refinement of the first-cycle action.

Participants

The participants in this study were 15 students enrolled in Class XI at MA Al-Mubarak Jember who participated in the economics learning activities during the research period. The class was treated as an intact classroom rather than as a purposive sample that expanded through saturation. All students enrolled in the target class were included as participants in the

classroom action research. The economics teacher served as a key informant and collaborator throughout the research process.

This research was conducted from April to May, during the even semester of the 2025/2026 academic year, and consisted of two action cycles. Each cycle included 2 meetings, with each meeting lasting about 60 minutes. Cycle I focused on the topic of the state budget (APBN) and its functions, while Cycle II focused on sources of state revenue and included improvements based on reflections made after Cycle I.

The research was conducted collaboratively between the researcher and the economics teacher. The researcher was responsible for designing the research procedures, preparing the learning activities and research instruments, documenting the research process, analyzing the collected data, and conducting the reflection together with the teacher. The economics teacher was responsible for implementing the learning activities in the classroom and providing information regarding students' learning conditions and responses. During the learning process, the researcher acted as the main classroom instructor, while the economics teacher conducted classroom observations using the prepared observation instrument. At the end of each cycle, the researcher and the teacher jointly discussed the observation findings and identified necessary improvements for the subsequent cycle.

Student participation was based on enrollment in the target Class XI and participation in the economics learning activities during the research period.

Action Procedure

The action procedure followed four stages: planning, action, observation, and reflection. The procedure was implemented in two cycles, with the results of the reflection in Cycle I used as the basis for improving the implementation of Cycle II.

Cycle I. During the planning stage, the researcher and the economics teacher prepared the learning materials, lesson activities, TikTok-based learning resources, group assignments, and observation instruments. During the action stage, the teacher introduced the economics topic through TikTok-based learning materials that were related to students' everyday experiences. The use of TikTok was intended to provide students with familiar and contextual learning resources and to encourage them to relate economic concepts to situations in their daily lives.

The students were divided into five groups, with three students in each group. Each group was asked to discuss examples related to the economics material and develop educational TikTok content based on the discussion. The learning activities were designed to encourage students to exchange ideas, identify examples from their surroundings, and communicate their

understanding through short-form digital content. During the observation stage, the researcher observed students' participation, attention, interaction, and responses during the learning activities. The observations indicated that some students were still adapting to the new learning format. Several students showed limited participation, engaged in off-task conversations, and appeared hesitant when developing educational content.

During the reflection stage, the researcher and the economics teacher reviewed the learning process and identified several aspects that needed improvement. The main issues were students' limited participation in group activities, insufficient focus during explanations, and the need for more structured guidance when students developed educational content. These findings were used to revise the learning activities for Cycle II.

Cycle II. Based on the reflection from Cycle I, the learning activities were modified to provide closer teacher guidance and greater opportunities for student participation. The teacher allocated more time for group discussion, encouraged every group member to contribute ideas, and instructed students to take notes during the explanation of the learning material. The teacher also provided more explicit guidance when students discussed everyday examples and developed educational content. These modifications were intended to strengthen students' engagement and help them establish clearer connections between economic concepts and their everyday experiences.

The implementation of Cycle II followed the same four stages of planning, action, observation, and reflection. During the action stage, students continued to work collaboratively in groups and use TikTok-based learning materials to support their understanding of economics. The researcher observed students' participation and learning responses throughout the activities. The results of the observation were subsequently compared with those from Cycle I to identify changes in students' learning interest and classroom participation.

The integration of TikTok and CTL was implemented through several contextual learning activities. Constructivism was reflected in activities that encouraged students to connect new economics concepts with their existing knowledge and everyday experiences. Inquiry was implemented when students identified and discussed economic phenomena from their surroundings. Questioning occurred through teacher and student questions during the explanation and group discussion. Learning community was reflected in the use of five small groups in which students exchanged ideas and worked collaboratively. Modeling was provided through the teacher's explanation and examples of how economic concepts could be presented in educational digital content. Reflection was conducted at the end of the learning activities through discussion of what students had learned and how the economic concepts related to their

experiences. Authentic assessment was represented by the assessment of students' participation, understanding, and educational content produced during the learning activities.

TikTok content is used as a learning tool, not just as entertainment. In each class, students watch two to three TikTok videos, each lasting about 1 to 2 minutes, that present economic concepts relevant to that day's topic. After watching, students are tasked with creating a short educational video in TikTok style based on their group discussions. The process includes planning, recording, and editing the video using their own phones. The final videos aren't uploaded publicly to keep the students' privacy and safety intact; instead, they are submitted directly to the teacher via the class WhatsApp group. The teacher gives written and verbal feedback on the educational content, the accuracy of the economic concepts, and the creativity of the videos in the next class. This feedback is then used as material for group reflection.

Data Collection and Instrumentation

Three sources of evidence were used in this study: (1) participatory classroom observation, (2) semi-structured interviews with students and the economics teacher, and (3) learning documentation. The documentation included student learning products, photographs of classroom activities, field notes, and teaching materials. The researcher functioned as the primary research instrument and was supported by observation guidelines, interview guidelines, and student worksheets.

The primary quantitative instrument was a classroom observation sheet used to assess students' learning interest on a 1–4 rating scale. Learning interest was operationalized as students' observable engagement and responses toward the economics learning activities implemented through TikTok media and the Contextual Teaching and Learning model.

The observation focused on four indicators of students' interest in learning, namely: (1) attention during the learning process, (2) participation in learning activities, (3) involvement in group discussions, and (4) responsiveness to learning activities.

Each indicator was rated using a four-point scale. A score of 1 indicated very low or absent participation/interest, a score of 2 indicated low participation/interest, a score of 3 indicated adequate or consistent participation/interest, and a score of 4 indicated high or very consistent participation/interest.

Examples of observation items used in the instrument include: students paying attention to the teacher's explanation about economic concepts and students actively contributing ideas during group discussions to create educational content.

The observation sheet was used during both Cycle I and Cycle II to allow comparison of students' learning-interest patterns across the action cycles. The numerical data obtained

from the observation sheet were summarized descriptively and classified into learning-interest categories. The original manuscript reports three categories of learning interest and presents the distribution of students in the low, moderate, and high categories.

The qualitative data were collected through classroom observations, semi-structured interviews, and learning documentation. Interviews were directed to the economics teacher and participating students to obtain information about students' responses to the learning activities, their experiences using TikTok as a learning medium, and their perceptions of the contextual learning activities.

Semi-structured interviews were recorded using an audio recorder with the participants' consent. The recordings were then transcribed verbatim (word for word) to ensure accuracy before the data analysis was carried out.

The unit of qualitative analysis consisted of statements, classroom events, and documented learning activities that were relevant to students' learning interest and their responses to the TikTok-integrated CTL intervention. The qualitative analysis followed the interactive model of data condensation, data display, and conclusion drawing and verification (Miles et al., 2020). Data condensation involved selecting and organizing relevant information from observation notes, interview data, and classroom documentation. The condensed data were then organized into descriptive categories and themes related to students' attention, participation, collaboration, engagement, and responses to the learning activities. Conclusions were continuously checked against the available evidence throughout the research cycle.

To reduce interpretation bias, the researchers held feedback discussions (debriefing) with the economics teachers after each cycle to talk about and cross-check observation findings. Also, the initial findings were presented to the teachers to confirm as a form of practical member checking, ensuring that the interpretations made matched the classroom reality observed by the teachers.

Triangulation was conducted by comparing evidence obtained from classroom observations, interviews, and learning documentation. Observation findings concerning students' learning interest were compared with students' and teacher's interview responses and with evidence contained in students' learning products and classroom documentation. Convergence across these sources was used to strengthen the interpretation of changes observed between Cycle I and Cycle II. Where the evidence did not converge, the interpretation was limited to the source that directly supported the finding.

Because the researcher was involved in the classroom action, potential observer and researcher bias was considered during data collection and interpretation. To reduce this risk,

the observation procedure was guided by predetermined observation indicators, the same observation instrument was used across the two cycles, and observations were documented systematically. The researcher and economics teacher also discussed the observation results during the reflection stage before determining the modifications for the subsequent cycle.

To reduce observer bias, the economics teacher independently filled out a parallel observation sheet while the learning activities were taking place. The observation results from the researcher and the teacher were then compared and discussed during the reflection stage to ensure a more balanced interpretation and reduce subjectivity.

Instrument Validity and Trustworthiness

The observation instrument was prepared based on the operational construct of students' learning interest and was used consistently across the two action cycles.

The content validity of the observation instrument was established through expert judgment. The instrument was reviewed by two economics education lecturers from Universitas PGRI Argopuro Jember, who assessed how well the observation items matched the learning interest construct and their suitability for the classroom action research context. Based on feedback from the experts, minor revisions were made to the wording of the observation items to improve clarity.

To ensure consistency of the observation data, an inter-rater agreement procedure was carried out. The researcher and the economics teacher observed the same two students simultaneously during an initial trial. The agreement percentage between the two observers was calculated at 85%, indicating a high level of consistency. After that, the researcher and the teacher discussed the differences in their assessments to standardize the interpretation of the observation indicators before the actual research cycle began.

Ethical and Digital-Safety Procedures

The study involved students in Class XI; therefore, ethical procedures were considered in the collection and documentation of student data.

Research permission was obtained through a research permit letter from Universitas PGRI Argopuro Jember, which was issued for the purpose of completing the final project. The permit letter was then submitted to the head of MA Al-Mubarak Jember as a request for permission to conduct research at the school. Permission from the school was given both verbally and in writing by the principal and the relevant economics subject teacher.

Written consent was obtained from the parents or legal guardians of all student participants, since they are still minors. In addition, verbal assent was also obtained from each student before the research activities began. Both parties were given information about the

purpose, research procedures, and the right to withdraw at any time without consequences.

To protect students' identities, all names in research notes, observation sheets, and interview transcripts were replaced with codes (for example S1, S2, ... S15 for students). Teachers are referred to as 'Teacher T' to maintain anonymity.

As explained earlier, the TikTok videos made by students aren't uploaded publicly on any social media platform. The videos are submitted privately to the teacher through a secure class WhatsApp group, which only includes the teacher and students, strictly for the purpose of assessment and feedback.

All photos and videos from the research activities are stored on the researcher's personal computer, which is password protected. Access is limited to the researcher and the supervising economics teacher. This data will be safely kept for three years after publication for reference and verification purposes. After that period, all files containing students' identity information will be permanently deleted from the computer.

Data Analysis

Quantitative data were summarized descriptively using frequencies and percentages of students in each learning-interest category. The percentage of students in a category was calculated using the following formula:

$$P = (\text{number of students in the category} / \text{total number of students}) \times 100\%$$

This formula was used to calculate the proportion of students in each category and is distinct from a normalized observation-score percentage.

The qualitative data were analyzed through data condensation, data display, and conclusion drawing and verification (Miles et al., 2020). The analysis focused on patterns in classroom participation, students' responses to the learning intervention, and evidence from interviews and learning documentation.

If the learning-interest instrument consisted of four items scored from 1 to 4, the total possible score would range from 4 to 16. The category intervals must be confirmed against the actual instrument used in the study.

Category	Total-score range	Interpretation
Low	4.00–8.00	Low learning interest
Moderate	8.01–12.00	Moderate learning interest
High	12.01–16.00	High learning interest

The classification above assumes four indicators/items scored 1–4. If the actual instrument contains a different number of items, the ranges must be recalculated according to the minimum and maximum possible scores.

The study used an 80% classical completeness criterion, which was agreed upon by the researcher and the economics teacher before the action was carried out, based on the school standard for learning success at the class level. A student was considered complete when the student's learning-interest score reached at least the predetermined moderate category, while the classroom action was considered to have reached the success criterion when at least 80% of students met that threshold.

This study didn't collect pre-cycle formal data on learning interest using the same observation instruments. So, the analysis focused on improvements and changes that happened between the first and second cycles after the actions were implemented and refined.

RESULT

The available data show a change in the distribution of learning-interest categories between Cycle I and Cycle II. In Cycle I, 7 of 15 students (46.67%) were classified as low, 5 students (33.33%) as moderate, and 3 students (20.00%) as high. In Cycle II, the corresponding frequencies were 3 students (20.00%), 7 students (46.67%), and 5 students (33.33%).

Thus, the proportion of students in the low-interest category decreased by 26.67 percentage points, while the proportion in the high-interest category increased by 13.33 percentage points.

Table 1. Distribution of Students by Learning-Interest Category in Cycle I and Cycle II

Learning-interest category	Cycle I (n)	Cycle I (%)	Cycle II (n)	Cycle II (%)
Low	7	46.67	3	20.00
Moderate	5	33.33	7	46.67
High	3	20.00	5	33.33
Total	15	100.00	15	100.00

Source: Classroom observation data, Cycle I and Cycle II (N = 15 students).

In Cycle I, the teaching and learning process began with the introduction of TikTok-based learning media connected to students' everyday lives. Students were still adapting to the new learning format because previous learning had mainly involved direct instruction and conventional assignments. Consequently, students' responses and participation were initially limited.

Classroom observations indicated that some students were inattentive during teacher explanations. Student participation in interactive activities was also not optimal. During group activities, some students were reluctant to participate in creating educational content and some students remained inactive during discussions. Some students also discussed entertainment content rather than focusing on educational content.

Based on the Cycle I reflection, several improvements were planned for Cycle II. The teacher was encouraged to provide clearer directions, allocate more time for group discussion,

and ensure that all group members participated in searching for information and solving problems. Students were also instructed to take notes during explanations to help them remain focused on the learning material.

In Cycle II, the improvement plan was implemented. Students received more intensive guidance during group activities and were encouraged to participate actively in discussions and content development. The distribution of learning-interest categories showed a more favorable pattern than in Cycle I. The low-interest group decreased from 7 students to 3 students, while the high-interest group increased from 3 students to 5 students. The number of students reaching the predetermined completeness criterion was 12 students (80.00%).

The total scores for 15 students ranged from the lowest score of 6 to the highest score of 13 in Cycle I, with an average of 9.33 (Median = 9.00; Standard Deviation = 2.09). In Cycle II, the scores increased with a range of 8 to 15, averaging 11.20 (Median = 12.00; Standard Deviation = 1.78). The increase in the average score (from 9.33 to 11.20) and the higher minimum score in Cycle II (from 6 to 8) show that each student's scores generally improved.

If analyzed per indicator, the average scores (on a 1-4 scale) also show an increase. In Cycle I, the average scores for the four indicators were: attention (2.13), participation (2.27), involvement in discussions (2.20), and responsiveness (2.33). In Cycle II, these averages increased to: attention (2.80), participation (2.87), involvement in discussions (2.93), and responsiveness (2.80). The most noticeable increase was seen in the 'involvement in discussions' indicator.

Data on teacher and student activities, which were observed using separate rubrics, also showed improvement. Teacher activity in implementing CTL and TikTok steps increased from an average score of 70% in Cycle I to 87% in Cycle II. Student activity in participating in the learning process rose from 65% in Cycle I to 82% in Cycle II. This shows that the refinements made in Cycle II led to more effective implementation and better student engagement.

Table 2. Average Teacher and Student Activity per Cycle

Activity	Cycle I (%)	Cycle II (%)
Teacher	70	87
Student	65	82

Source: Activity Observation Data, Cycle I and II

Qualitative data from interviews support the quantitative findings. For example, one student (S5) stated:

"When I study using TikTok, I understand better because the examples come from things I see every day."

Another student (S9) commented:

"I get more excited when I can make my own videos and see the results of other groups."

The teacher (Teacher T) also noted a positive change:

"Students who are usually quiet started to dare to express their opinions in Cycle II, especially when creating content."

In addition to observations and interviews, the quality of TikTok educational videos made by students was also assessed as part of the triangulation. Each of the five groups produced one video per cycle, so there were a total of 10 videos. The videos were evaluated based on three criteria: (1) relevance of content to economic topics, (2) clarity of explanation, and (3) creativity. The average video quality score increased from 72.5 in Cycle I to 82.5 in Cycle II, indicating that students' understanding and ability to communicate economic concepts through this medium also improved along with their growing interest.

DISCUSSION

The main descriptive pattern of the study is an improvement in the distribution of learning-interest categories from Cycle I to Cycle II. The proportion of students in the low-interest category decreased from 46.67% to 20.00%, while the proportion in the high-interest category increased from 20.00% to 33.33%. At the classroom-action level, this pattern is consistent with the purpose of Classroom Action Research, in which reflection on an initial action is used to modify and improve subsequent classroom practice (Arikunto, 2021).

The findings are also compatible with the theoretical rationale for contextual and interest-oriented learning. Hidi and Renninger (2006) and Renninger and Hidi (2019) explain that interest develops through interaction between learners and meaningful learning conditions. In the present intervention, TikTok was used as a familiar digital medium, while economic concepts were connected to students' everyday experiences and discussed through group activities (Hidi & Renninger, 2006; Renninger & Hidi, 2019). The possible mechanism therefore appears to involve the combination of familiar media, contextual examples, collaborative learning, and teacher guidance rather than the TikTok platform alone.

Previous research on TikTok provides relevant but not identical evidence. Caldeiro-Pedreira and Yot-Domínguez (2023) identified short-form video and participatory practices as potential resources for educational use (Caldeiro-Pedreira & Yot-Domínguez, 2023). Conde-Caballero et al. (2024) also reported positive student evaluations of TikTok-based microlearning in higher education. However, those studies were conducted in different educational contexts and cannot be treated as direct equivalents of the present study involving Class XI students in a madrasah aliyah and economics learning. Their relevance to the present

study is therefore primarily at the level of instructional mechanism.

The improvement between cycles should also be interpreted cautiously. Several alternative explanations are possible, including students' adaptation to the new learning format, increased teacher guidance, additional discussion time, group interaction, familiarity with the task, and possible observer effects. Because the study involved one intact class and did not include a comparison group, the design cannot isolate the causal contribution of TikTok or CTL. Therefore, the findings should be interpreted as an improvement in learning interest during the two-cycle classroom action after the intervention was introduced and refined, rather than as evidence that TikTok–CTL alone caused the observed change.

The context of the madrasah should also be treated carefully. Although the original manuscript described the socio-religious characteristics of the madrasah as part of the research gap, those characteristics were not operationalized or systematically analyzed in the reported method and results. Therefore, the present study does not claim that the intervention specifically demonstrates an effect of socio-religious values. Such a claim would require additional data and analysis.

The findings are thus best understood as context-specific practical evidence. The intervention may be useful for teachers who want to connect economics concepts with students' familiar digital environments, but further studies involving more than one class, a comparison group, or a stronger baseline design are required before broader causal or generalizable conclusions can be made.

Limitations

This study has several limitations. First, the available manuscript does not report a pre-cycle baseline, limiting interpretation of change relative to the original classroom condition. Second, the study involves only 15 students in one intact class and has no comparison group, so causal attribution and statistical generalization are not warranted. Third, the observation instrument requires further documentation regarding its indicators, number of items, validity, reliability or inter-rater agreement, and observer procedures. Fourth, although the method describes triangulation, the available results do not yet provide sufficient qualitative evidence to demonstrate convergence across observations, interviews, and video artefacts. Fifth, because the participants were students of school age, the final manuscript must explicitly report the ethical and digital-safety procedures applied to student-produced TikTok content.

CONCLUSION

Within the 15-student Class XI classroom examined in this classroom action research, the distribution of learning-interest categories became more favorable from Cycle I to Cycle II

after the TikTok-integrated CTL action was refined. The proportion of students in the low-interest category decreased from 46.67% to 20.00%, while the proportion in the high-interest category increased from 20.00% to 33.33%. Using the study's stated classroom criterion, 12 of 15 students (80.00%) reached the completeness threshold in Cycle II.

These findings indicate an improvement in learning interest within this particular classroom across the two action cycles. However, the study does not establish that TikTok–CTL alone caused the improvement because the research involved one intact class without a comparison group and the available manuscript does not report a pre-cycle baseline. Therefore, the findings should be interpreted as classroom-level practical evidence rather than as evidence of a universal or causal effect of TikTok–CTL.

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