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The Utilization of @buiramira's Educational TikTok Content on the Use of Academic Information Sources among Library and Information Science Students

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Abstract

The rapid advancement of digital technology has transformed how academic information is accessed and used, particularly through social media platforms such as TikTok, which increasingly serve as alternative learning resources. However, the use of social media as an academic information source raises important questions about its effectiveness and contribution to students' information behavior. This study aims to analyze the utilization of @buiramira's educational TikTok content in relation to the use of academic information sources among students of the Library and Information Science Program at Universitas Negeri Padang. A quantitative approach with a descriptive research design was employed, involving 64 respondents selected through proportionate stratified random sampling. Data were collected using questionnaires and analyzed through descriptive statistics, Pearson correlation, and simple linear regression. The findings indicate that the utilization of @buiramira's educational TikTok content was categorized as high, with perceived usefulness and perceived ease of use scores of 3.08 and 3.07, respectively. The use of academic information sources was also categorized as high, as reflected in information behavior (3.13), information-seeking behavior

(2.85), information-searching behavior (2.96), and information-use behavior (3.01). Pearson correlation analysis revealed a strong and significant positive relationship between the utilization of educational TikTok content and the use of academic information sources, with a correlation coefficient of 0.656 and a significance level below 0.001. Simple linear regression further demonstrated a significant effect, with an F-value of 46.888. The study concludes that educational TikTok content can function as an initial academic information source and a supporting medium for students' academic activities. These findings contribute to the literature on digital information behavior and highlight the need to strengthen students' information literacy skills so that they can critically evaluate the credibility, relevance, and depth of academic information obtained through social media.

Keywords: Educational TikTok; Academic Information Sources; Information Behavior; Information Literacy; Social Media

INTRODUCTION

The rapid advancement of digital technology has significantly transformed various aspects of human life, including education and access to academic information (Retnasary & Fitriawati, 2022). The integration of the internet into everyday life has enabled individuals to access information more efficiently and extensively, breaking spatial and temporal limitations (UNESCO, 2025). This transformation has reshaped how information is sought, accessed, and utilized, particularly among university students who actively engage in academic activities (Darmawan et al., 2025). With internet penetration in Indonesia exceeding 80%, digital platforms have become dominant tools for information retrieval (Asosiasi Penyelenggara Jasa Internet Indonesia, 2025). Social media has emerged as one of the most influential developments in digital technology, evolving beyond its initial role as a communication and entertainment medium into a significant source of information (Basri, 2017). In line with this, Hudayu and Asmara (2025) argue that interactive features on social media facilitate the formation of rapid and well-structured information flows, such as the use of hashtags and content-sharing mechanisms that expand the reach of educational content. It enables users to create, share, and access content interactively and rapidly (Zunianantа, 2021). Within higher education, social media is increasingly utilized as an alternative learning resource that supports students' academic needs (Annisa et al., 2025).

This phenomenon reflects a paradigm shift from traditional academic sources toward more flexible and dynamic digital information environments (Silvana et al., 2019).

Among various platforms, TikTok has gained substantial attention due to its short-form video format and high level of interactivity (Pardianti & Valiant, 2022). It allows users to present information concisely and visually, making complex concepts more accessible (Rosiana et al., 2023). Additionally, TikTok's algorithm-driven recommendation system enhances content discovery through personalized feeds (O'Brien et al., 2025). Consequently, TikTok has evolved from a purely entertainment-based platform into a potential educational medium (Sa'diah & Muliyandari, 2024). The rise of educational content on TikTok reflects the integration of education and entertainment, commonly referred to as edutainment. Educational videos on TikTok are often designed to be engaging, concise, and easily digestible, making them appealing to students (Fitriani, 2021). In this context, TikTok serves as a microlearning platform that provides preliminary understanding before students engage with more comprehensive academic resources (Lahagu & Lahagu, 2024).

Despite its potential, the use of social media as an academic information source raises critical concerns regarding information credibility and validity (Suardi, 2025). The short duration of TikTok videos often limits the depth of information and may lack proper academic references, leading to superficial understanding (Handayani et al., 2024). Furthermore, algorithm-driven content exposure may influence users' perception and evaluation of information (O'Brien et al., 2025). These challenges highlight the importance of critical information evaluation skills among students. From an information science perspective, evaluating the credibility of information sources is a fundamental component of information literacy (Heriyanto, 2020). Students are expected to critically assess the reliability and relevance of information before using it in academic contexts (Darmawan et al., 2025). This aligns with Wilson's information behavior theory, which explains that individuals seek information to bridge gaps in their knowledge (Wilson, 1997). The process involves identifying information needs, seeking information, and ultimately using it effectively (Wilson, 1999).

In addition, the adoption of digital platforms such as TikTok can be explained through the Technology Acceptance Model (TAM), which emphasizes perceived usefulness and perceived ease of use as key determinants of technology adoption (Davis,

1989). Students are more likely to utilize TikTok when they perceive it as beneficial and easy to use for academic purposes (Venkatesh & Davis, 2000). Therefore, combining TAM and Wilson's theory provides a comprehensive framework for understanding students' behavior in using TikTok as an academic information source. A notable example of educational content on TikTok is the account @buiramira, which provides academic-related content such as study strategies and information literacy (Retnasary & Fitriawati, 2022). This account represents a nontraditional academic information source that complements conventional resources (Suhardiman & Kamaluddin, 2022). Its popularity among students highlights the growing reliance on social media for academic purposes.

However, preliminary observations indicate that students' use of TikTok educational content remains limited to surface-level understanding and is often not accompanied by adequate information verification practices (Suardi, 2025). Students tend to rely on such content for initial comprehension without critically evaluating its credibility (Handayani et al., 2024). This suggests a gap between expected information literacy competencies and actual practices in digital environments. The research gap of this study lies in the limited number of studies that specifically examine TikTok as an academic information source, particularly focusing on specific educational accounts and their relationship with students' use of academic information sources. Previous studies tend to generalize social media or focus on other platforms such as YouTube and Instagram (Vidyana et al., 2023). Moreover, prior research primarily addresses information needs rather than the utilization of academic information sources.

The novelty of this research lies in its comprehensive analysis of the utilization of TikTok educational content from @buiramira as an academic information source by integrating the Technology Acceptance Model and Wilson's information behavior theory. This study not only examines usage patterns but also explores how students evaluate, verify, and apply the information in academic contexts. Therefore, this study aims to analyze the utilization of TikTok educational content from @buiramira in relation to academic information source usage among Library and Information Science students. The findings are expected to contribute to the development of information literacy studies in the digital era and provide insights into the role of social media as an academic information source.

METHODS

This study employed a quantitative approach using a descriptive research method to objectively examine the utilization of educational TikTok content (@buiramira) as an academic information source among students of the Library and Information Science Program at Universitas Negeri Padang. The quantitative approach is selected due to its emphasis on numerical data measurement and statistical analysis, enabling the researcher to produce objective and generalizable findings. The descriptive method is considered appropriate as the study aims to portray the characteristics and levels of the investigated variables without establishing complex causal relationships. The research design is structured by operationalizing the variables into measurable indicators. The primary variables consist of the utilization of educational TikTok content as the independent variable and the use of academic information sources as the dependent variable. The indicators for TikTok content utilization are grounded in the Technology Acceptance Model (TAM), specifically Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), which reflect students' perceptions of the benefits and ease associated with the content in supporting their academic activities. Meanwhile, the dependent variable is assessed through information behavior dimensions, including information behavior, information seeking behavior, information searching behavior, and information use behavior. These indicators collectively represent the stages of students' interaction with academic information sources, from identifying needs to applying information in academic tasks.

The participants of this study are students from the Library and Information Science Program at Universitas Negeri Padang, specifically cohorts of 2022 and 2023, with a total population of 175 students. These cohorts were selected because they have been exposed to research methodology and information literacy courses, making them relevant subjects for investigating academic information usage. The sampling technique employed is probability sampling using proportionate stratified random sampling. This method ensures proportional representation from each cohort, thereby enhancing the representativeness of the sample. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in a minimum sample of 64 respondents. Data collection was conducted using a structured questionnaire developed based on the research variables and their indicators. The questionnaire consists of 30 items measured using a four-point Likert scale ranging from strongly agree to strongly disagree. The four-point scale was intentionally chosen to eliminate neutral responses and encourage more decisive answers from

participants. Prior to the main data collection, the instrument underwent validity and reliability testing. Validity was assessed using the Product Moment correlation technique, where all items were considered valid as their correlation coefficients exceeded the threshold value of 0.361. Reliability testing was performed using Cronbach's Alpha, yielding coefficients of 0.657 for the independent variable and 0.852 for the dependent variable, indicating satisfactory internal consistency.

The data collection procedure involved distributing the questionnaire online via Google Forms to the selected respondents. Additionally, secondary data were gathered through a literature review, which included books, scholarly articles, and relevant academic documents. The data collection process followed a systematic sequence, starting from instrument development, pilot testing, questionnaire distribution, and data verification.

Data analysis was conducted using descriptive statistical techniques. The analysis began with data screening to ensure completeness and accuracy, followed by data tabulation to organize responses into a structured format. The data were then analyzed using percentage calculations and mean scores derived from the Likert scale to determine the level of each variable. Furthermore, prerequisite tests were conducted, including the normality test using the Kolmogorov-Smirnov method and the linearity test, to ensure that the data met the assumptions required for statistical analysis. Hypothesis testing was performed using the Product Moment correlation analysis to examine the strength of the relationship between variables, as well as simple linear regression analysis to determine the influence of the independent variable on the dependent variable. The decision-making criteria were based on a significance level of 0.05, corresponding to a 95% confidence level. The final stage involved drawing conclusions by interpreting the statistical findings in relation to the research objectives, thereby providing a comprehensive understanding of how educational TikTok content contributes to the use of academic information sources among students. This study was conducted in 2026 over a period of several months, encompassing instrument preparation, data collection, analysis, and report writing. The entire process was carried out systematically to ensure the validity, reliability, and scientific rigor of the research findings.

RESULTS

1. Variable Utilization Educational TikTok Content

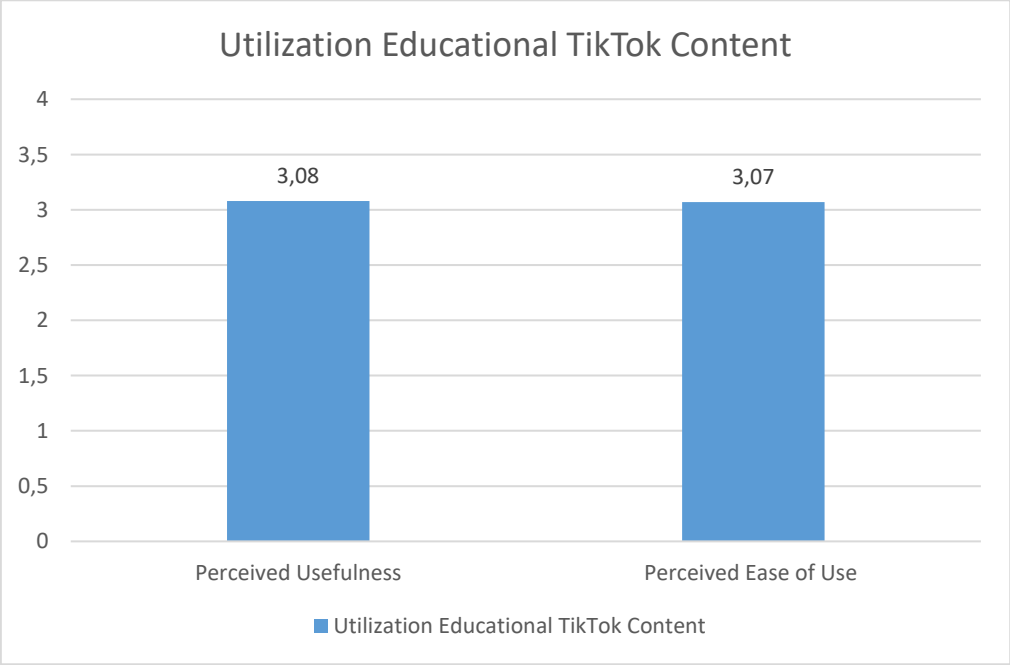

Figure 1. Recapitulation Based on Likert Scale

Figure 1 shows the recapitulation based on the Likert scale, indicating that *Perceived Usefulness* has an average score of 3.08, which falls into the (High) category, while *Perceived Ease of Use* has an average score of 3.07, which also falls into the (High) category.

2. Variables Use Source Academic Information

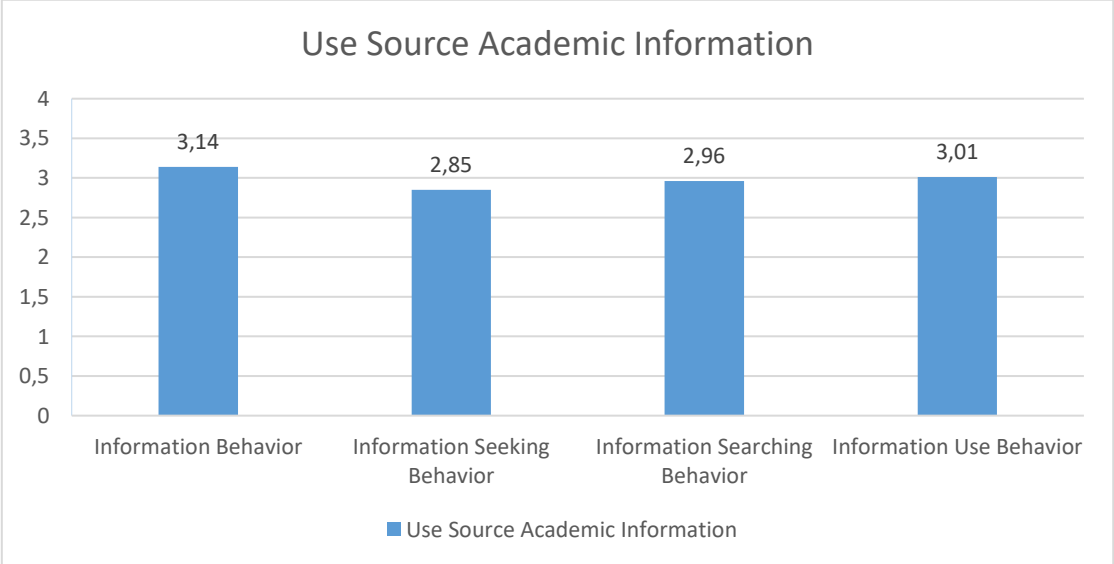

Figure 2. Recapitulation Based on Likert Scale

Figure 2 shows the recapitulation based on the Likert scale, indicating that *Information Behavior* has an average score of 3.14, categorized as useful, *Information Seeking Behavior* has an average score of 2.85, categorized as useful, *Information Searching Behavior* has an average score of 2.96, categorized as useful, and *Information Use Behavior* has an average score of 3.01, categorized as beneficial.

3. Normality Test

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			64
Normal Parameters [a,b]	Mean		.0000000
	Standard Deviation		4.86035934
Most Extreme Differences	Absolute		.102
	Positive		.071
	Negative		-.102
Test Statistics			.102
Asymp . Sig. (2- tailed) [c]			.097
Monte Carlo Sig. (2- tailed) [d]	Sig.		.097
	99% Confidence Interval	Lower Bound	.090
		Upper Bound	.105
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

source: Compiled by the researcher (2026)

Table 1 shows that the normality test was conducted using the One-Sample Kolmogorov–Smirnov method with the assistance of SPSS. The results indicate a significance value of 0.097, which exceeds the predetermined significance level of 0.05; therefore, it can be concluded that the residual values are normally distributed, and the assumption of normality has been satisfied.

4. Linearity Test

Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	1349.167	12	112,431	4,534	<.001
		Linearity	1125,495	1	1125,495	45,391	<.001
		Deviation from Linearity	223,672	11	20,334	.820	.621
	Within Groups		1264,583	51	24,796		
	Total		2613,750	63			

source: Compiled by the researcher (2026)

Table 2 shows that the results of the linearity test indicate a significance value for deviation from linearity of 0.0621, which exceeds the threshold of 0.05; therefore, it can be concluded that there is no statistically significant deviation from linearity. This finding indicates that a linear relationship exists between the utilization of @buiramira's educational TikTok content and the use of academic information sources, suggesting that the relationship between these two variables can be appropriately analyzed using linear statistical methods.

5. Correlation Test

Table 3. Correlation Test

Correlations			
		X	Y
X	Pearson Correlation	1	.656 ***
	Sig. (2-tailed)		<.001
	N	64	64
Y	Pearson Correlation	.656 ***	1
	Sig. (2-tailed)	<.001	
	N	64	64
***. Correlation is significant at the 0.001 level (2-tailed).			

source: Compiled by the researcher (2026)

Table 3 shows that the Pearson correlation coefficient obtained in this study is 0.656, indicating a strong and positive relationship between the variables of Utilization of Educational TikTok Content (X) and Use of Academic Information Sources (Y). This

finding implies that as the level of utilization of @buiramira's educational TikTok content increases, the use of academic information sources among students also tends to increase proportionally. Furthermore, the significance value (Sig. 2-tailed) is < 0.001, which is well below the threshold of 0.05, indicating that the relationship between the two variables is statistically significant at a 99% confidence level. Therefore, hypothesis H1 is accepted, meaning that there is a significant and positive relationship between the utilization of @buiramira's educational TikTok content and the use of academic information sources among students of Library and Information Science.

6. Simple Linear Regression Test

Table 4. Simple Linear Regression Test

ANOVA [a]						
	Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	1125,495	1	1125,495	46,888	<.001 [b]
	Residual	1488.255	62	24,004		
	Total	2613,750	63			

a. Dependent Variable: Y

b. Predictors: (Constant), X

source: Compiled by the researcher (2026)

Table 4 shows that the calculated F-value is 46.888 with a significance level of < 0.001, which is lower than the threshold of 0.05; therefore, the regression model is statistically significant. This finding indicates that H1 is accepted and H0 is rejected, leading to the conclusion that the utilization of @buiramira's educational TikTok content (X) has a significant effect on the use of academic information sources (Y) among students of Library and Information Science.

DISCUSSION

The findings of this study demonstrate that the utilization of TikTok educational content from the account @buiramira has a statistically significant and substantively meaningful influence on students' use of academic information sources, as evidenced by a Pearson correlation coefficient of 0.656 and a significance level below 0.001, which indicates a strong and positive relationship between the independent and dependent variables , and this relationship reflects not only a quantitative association but also a deeper

transformation in how students conceptualize, access, and integrate information within their academic practices, particularly in the context of an increasingly digitalized learning environment where traditional boundaries between formal and informal information sources are becoming increasingly blurred, thereby positioning social media platforms such as TikTok as hybrid spaces that simultaneously function as channels of entertainment, communication, and knowledge dissemination, a phenomenon that aligns with broader theoretical assumptions regarding the evolution of digital information ecosystems in higher education (Basri, 2017), and within this framework, the present study reveals that the role of TikTok extends beyond mere exposure to content and instead actively contributes to shaping students' information behavior, particularly in the initial stages of knowledge acquisition where short-form video content serves as a cognitive entry point that simplifies complex academic concepts into digestible and accessible forms, thus enabling students to develop preliminary understanding before engaging with more rigorous and comprehensive academic materials, a process that is conceptually aligned with the principles of microlearning, which emphasize brevity, accessibility, and efficiency in knowledge transmission (Sa'diah & Muliyandari, 2024), while at the same time raising critical questions regarding the depth, accuracy, and reliability of information acquired through such platforms, especially given the inherent limitations of short-duration content formats that may prioritize engagement and clarity over completeness and scholarly rigor, and in this regard, the analysis of the perceived usefulness dimension within the Technology Acceptance Model (TAM) reveals that students generally perceive TikTok educational content as beneficial in supporting their academic activities, as indicated by a mean score of 3.08 , which suggests that the platform effectively fulfills users' expectations in terms of providing relevant, timely, and applicable information, particularly in facilitating the initial stages of academic tasks such as identifying research topics, understanding theoretical concepts, and obtaining practical guidance related to assignments, yet a closer examination of individual indicators reveals nuanced variations in perception, particularly in relation to the use of TikTok as a primary versus supplementary source of information, where the relatively lower mean score associated with the indicator of using TikTok as an initial reference (2.97) indicates that while students acknowledge its utility, they do not fully rely on it as a foundational academic source, thereby reinforcing the notion that TikTok functions predominantly as a complementary tool rather than a substitute for formal academic resources, a finding that reflects an underlying awareness among students

regarding the hierarchical nature of information sources and the importance of credibility, authority, and depth in academic contexts (Heriyanto, 2020), and this awareness is further supported by the analysis of the perceived ease of use dimension, which yielded a mean score of 3.07 , indicating that students find the platform highly accessible, intuitive, and user-friendly, attributes that are largely attributable to its visual design, algorithmic personalization, and concise content format, all of which contribute to reducing cognitive load and enhancing user engagement, yet at the same time potentially encouraging surface-level processing of information, a phenomenon that has been widely discussed in the literature on digital learning environments where ease of access and consumption may inadvertently lead to reduced critical evaluation and deeper cognitive engagement (Davis, 1989), and within this context, the integration of TAM with Wilson's information behavior theory provides a robust analytical framework for understanding how technological affordances and user perceptions interact to shape information practices, particularly in illustrating how perceived usefulness and ease of use not only influence the adoption of a platform but also affect subsequent stages of information behavior, including information seeking, searching, evaluation, and use, all of which were found to be at relatively high levels in this study, with mean scores of 3.13 for information behavior, 2.85 for information seeking behavior, 2.96 for information searching behavior, and 3.014 for information use behavior , thereby indicating that students' engagement with TikTok is not limited to passive consumption but extends to active and multifaceted information practices, and particularly noteworthy is the role of algorithm-driven content exposure in triggering information needs, which aligns with Wilson's concept of passive information acquisition, wherein individuals encounter information unintentionally through environmental stimuli (Wilson, 2000), and this phenomenon is especially relevant in the context of TikTok's "For You Page," which curates content based on user behavior and preferences, thereby creating opportunities for serendipitous learning that may initiate further information-seeking activities, and as students transition from passive exposure to active searching, they demonstrate increasingly sophisticated strategies, such as the use of keywords, hashtags, and profile exploration, indicating a degree of digital literacy that enables them to navigate and utilize the platform effectively, although the persistence of certain responses indicating uncritical use of information suggests that this literacy is still developing and may not yet be sufficient to ensure consistent evaluation of credibility and relevance, a limitation that underscores the importance of strengthening information

literacy competencies in digital environments (Darmawan et al., 2025), and when these findings are compared with existing literature, it becomes evident that they are consistent with prior research indicating that social media platforms serve as supplementary rather than primary sources of academic information (Handayani et al., 2024), while also extending previous studies on video-based learning platforms such as YouTube by demonstrating that short-form video content can similarly support learning processes despite its inherent limitations in depth and comprehensiveness (Vidyana et al., 2023), and furthermore, the study contributes to the growing body of research on TikTok as an educational medium by highlighting its role not only in enhancing understanding but also in influencing broader patterns of information behavior, thereby offering a more holistic perspective on its impact within academic contexts, and from a theoretical standpoint, the integration of TAM and Wilson's theory provides valuable insights into the interplay between technological acceptance and information behavior, suggesting that future research may benefit from adopting similarly integrative approaches to capture the complexity of digital information practices, while from a practical perspective, the findings underscore the need for educators, librarians, and academic institutions to recognize and strategically incorporate social media into learning environments, not as replacements for traditional resources but as complementary tools that can enhance engagement, accessibility, and initial comprehension, while simultaneously emphasizing the importance of critical evaluation, source verification, and ethical use of information, and in doing so, institutions can better equip students to navigate the challenges of the digital information landscape, which is characterized by an abundance of information of varying quality, and finally, it is important to acknowledge the limitations of this study, including its relatively small sample size of 64 respondents and its focus on a single academic program and a single TikTok account, which limit the generalizability of the findings , as well as the use of a quantitative descriptive approach that, while effective in identifying patterns and relationships, does not capture the depth and complexity of students' subjective experiences and interpretations, thereby highlighting the need for future research employing qualitative or mixed-method approaches to provide a more comprehensive understanding of how students engage with and make meaning from educational content on social media platforms, and overall, the findings of this study reaffirm the significance of TikTok as an emerging component of the academic information ecosystem while also

emphasizing the necessity of critical and informed engagement to ensure that its potential benefits are fully realized without compromising the quality and integrity of academic work.

CONCLUSION

Based on the results of the study on the utilization of educational TikTok content from @buiramira in relation to the use of academic information sources among Library and Information Science students, it can be concluded that there is a strong, significant, and positive relationship between the utilization of @buiramira's educational TikTok content and the use of academic information sources by students, as evidenced by the Pearson correlation coefficient value of 0.656 with a significance level of less than 0.001, indicating that the higher the level of utilization of educational TikTok content, the higher the level of academic information source usage among students, and this finding is further supported by the results of the simple linear regression test which show an F value of 46.888 with a significance level below 0.001, confirming that the alternative hypothesis (H_1) is accepted and the null hypothesis (H0) is rejected, thereby demonstrating that the utilization of @buiramira's educational TikTok content has a statistically significant influence on the use of academic information sources among Library and Information Science students, while the analysis of the utilization variable itself indicates that it falls within a useful category, as reflected by the perceived usefulness indicator with a mean score of 3.08 and the perceived ease of use indicator with a mean score of 3.07, suggesting that students perceive the content as beneficial in supporting academic activities, particularly as an initial information source, a medium for understanding lecture topics concisely, and a supporting tool in completing academic tasks, as well as being easy to use due to its concise presentation, engaging format, and easily understandable language, whereas the analysis of the academic information source usage variable also falls within a useful category, as indicated by four main indicators including information behavior with a mean score of 3.13, information seeking behavior with a mean score of 2.85, information searching behavior with a mean score of 2.96, and information use behavior with a mean score of 3.01, demonstrating that @buiramira's educational TikTok content assists students in recognizing academic information needs, initiating the information-seeking process, conducting searches through TikTok features, and utilizing the obtained information to support academic activities, and therefore it can be concluded that @buiramira's

educational TikTok content can be utilized as a supporting medium in the process of searching for and using academic information sources by students, as it plays a role in helping students obtain information quickly, in an easily understandable manner, and in accordance with their academic needs, although its utilization still needs to be accompanied by strong information literacy skills, particularly in evaluating the accuracy, credibility, relevance, and depth of information before it is used for academic purposes, and based on these findings, it is recommended that students utilize @buiramira's educational TikTok content in a more critical, selective, and purposeful manner, where such content should be positioned as an initial or supplementary source for understanding academic topics rather than as a primary source, given that TikTok's short-form format does not necessarily provide comprehensive and in-depth explanations, and therefore students should not rely solely on TikTok as their only academic information source but should continue to develop their information literacy skills by critically evaluating and verifying information through more scholarly and credible academic sources, so that the use of educational social media can effectively support academic activities in a responsible manner without compromising the quality and reliability of the information used.

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