

Representation Of Teenagers' Lifestyles Through Content on Tiktok (A Study of Student Organisation Activists At SMAN 2 Makassar)

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Abstract

TikTok has become one of the most popular social media platforms among teenagers, offering a variety of content ranging from entertainment and challenges to light education. This phenomenon raises questions about how the content consumed and created by teenagers influences their behaviour and lifestyle. This study aims to analyse the influence of TikTok content on teenagers' daily activities, social interactions, and identity expression. This study employs a qualitative case study approach to understand teenagers' self-representation on TikTok at SMAN 2 Makassar, with subjects being active OSIS students who have TikTok accounts. Data was collected through content observation, semi-structured interviews, and literature studies, then analysed thematically and in terms of content to capture visual themes, texts, and social meanings. Data validity was ensured through triangulation, member checks, and rich descriptions, so that the research findings are reliable and provide an in-depth description of how teenagers express their identity, lifestyle, and social interactions. The results of the study show that entertainment, challenges, and light education are the types of content most consumed and created by teenagers. This content represents their lifestyle, including hobbies, fashion, daily habits, and social interactions, and serves as a means of expressing their identity and aspirations. The influence of TikTok content on adolescent behaviour is twofold; on the one hand, it can encourage creativity, positive social interaction, and identity formation, but on the other hand, it can cause social pressure, consumptive behaviour, and psychological effects due to social comparison. This study emphasises the importance of media literacy so that adolescents can use TikTok productively and safely.

Keywords: *TikTok, adolescents, social behaviour, lifestyle, social media content*

INTRODUCTION

The development of social media in the last five years has shown rapid changes, especially since the emergence of short video formats popularised by TikTok. This platform has not only become a space for entertainment, but has also developed into a new cultural space that influences the expression and lifestyle of young people. In Indonesia, the growth of TikTok users has been significant, in line with the increasing penetration of the internet and visual culture. As noted by Damayanti et al. (2022), the use of TikTok among teenagers is not merely an entertainment activity, but has entered 'the area of imitating the lifestyles and ways of dressing

that they see on screen,’ a phenomenon that shows how digital culture can flow into everyday practices.

The reconstruction of adolescent identity through this digital platform is also emphasised by Khansa and Putri (2022), who found that university students who are active TikTok users tend to ‘adjust the way they present themselves according to what is trending on social media.’ This quote illustrates that adolescent self-expression is no longer shaped solely by their immediate social environment, but also by algorithms that push trends, music, fashion styles, and challenges.

In another study, Fitria and Utami (2021), two other Indonesian researchers, noted that adolescents ‘experience changes in lifestyle preferences due to exposure to digital visual content’ and that TikTok is one of the most powerful mediums shaping these preferences. This makes it clear that adolescents exist in a cultural ecosystem supported by fast-paced visual impressions. Globally, similar changes have also been observed by international researchers. Wang and Luo (2023) explain that short videos have ‘sensory appeal that makes users easily carried away by visual currents and popular trends,’ thereby influencing their daily behaviour. Furthermore, an experimental study by Lee et al. (2024) shows that intensive consumption of short videos can ‘shift users’ attention to fast processing patterns that can reduce focus on non-digital activities.’ This quote reinforces the understanding that short video culture not only influences lifestyle but also the cognitive processes of teenagers.

In Indonesia itself, the effects of these social changes are becoming increasingly apparent. In a study conducted in 2025, Suhendra and his team found that although TikTok’s influence on students’ social interactions was statistically low, teenagers were ‘so attached to the app that it was clear that the way they interacted had changed to follow the rhythm of digital culture’ (Suhendra et al., 2025). This quote emphasises that the digitalisation of teenagers’ lifestyles cannot be separated from the use of social media, especially TikTok.

The impact of TikTok is not only seen in fashion or trends, but also in the realm of self-expression. As explained by Sari (2020) in her book on digital communication, modern teenagers ‘shape their self-image by displaying pieces of their identity that meet the visual demands of social media.’ Sari’s view shows that visual culture has become an integral part of the identity formation of Indonesian teenagers.

On the other hand, Rahmawati (2021) asserts that social media such as TikTok ‘encourages teenagers to compete to show the best version of themselves.’ This quote shows that teenagers now live in a digital representation ecosystem that influences their self-perception and how they relate to others.

In today’s digital age, teenagers are no longer shaped solely by face-to-face interactions at school or in their local communities. The presence of social media, particularly video platforms such as TikTok, has become an important space for teenagers to express, shape and negotiate their identities. In this context, teenagers are not merely passive viewers, but active actors who create content, choose how they are ‘presented,’ and consciously manage their image or self-representation.

Several studies in Indonesia show that the use of TikTok can have a significant impact on the psychological aspects of teenagers. For example, research by Pariwisata, Iswandari, and Setiyowati (Samarinda State Polytechnic) found that the use of TikTok is associated with an

increase in student self-confidence, as seen through factors such as optimism and their self-concept. (Musdalifah Pariwisata, Rini Koen Iswandari & Evi Setiyowati, 2024). Additionally, in Depok City, quantitative research showed that around 45.3% of changes in adolescents' self-esteem could be explained by TikTok usage, an indication that this application is not only entertainment, but also a psychosocial space that can shape how adolescents see and assess themselves.

However, not all of the effects are positive. In a phenomenological study in Bolaang Mongondow Regency, active TikTok users reported that although the platform enriches creativity and provides social validation (e.g. through likes or comments), they also feel emotional pressure, especially when trying to pursue 'existence' or recognition. Meanwhile, recent research in Tomohon City (2025) shows that TikTok encourages teenagers towards 'self-imitation': viral or popular content becomes a model to be imitated, which then influences their lifestyle, dress style, and even social behaviour.

Furthermore, an analysis by Yulianto and Virlia (2023) reveals that TikTok addiction and the tendency towards social comparison have a real influence on teenagers' self-esteem. The study used a correlational approach and involved 182 respondents aged 18–21 years; the results showed that the higher the addiction and tendency to compare themselves with other users, the lower their self-esteem.

In a conceptual review, a literature study by Egi Regita, Nabilah Luthfiyyah, and Nur Riswandy Marsuki (2024) explains that social media fundamentally changes the social environment of adolescents into a digital public sphere. They emphasise that adolescents engage in 'self-presentation' on social media as part of identity construction: social media becomes an arena where identities are displayed, tested, and negotiated. Conversely, the same review highlights the dark side: exposure to global norms and unrealistic ideals can trigger identity crises, anxiety, and even a decline in self-esteem.

Internationally, the study 'Creative beyond TikToks: Investigating Adolescents' Social Privacy Management on TikTok' (Ebert et al., 2023) provides an important perspective. Although adolescents are aware of privacy risks, they continue to use TikTok publicly, but many of them manage their audience or privacy, for example by having secondary accounts or distributing videos through private channels so that they can more freely construct their identity without being overly exposed. Additionally, recent research (2025) on the values conveyed by TikTok influencers found that TikTok videos often convey personal and social values that can be internalised by adolescents, given the role of influencers as significant figures in the digital space.

First, OSIS members have higher social visibility in the school context: they often serve as committee members, activity leaders, or the public face of school events. Therefore, they may see TikTok not only as a medium for entertainment, but also as a means of expanding their public image outside of school, demonstrating leadership, creativity, or the existence of their organisation. This characteristic makes their activities on TikTok more strategic and calculated than those of ordinary teenagers; they may be more aware of the 'impression' they want to project. Secondly, through their role in the student council, these teenagers are accustomed to social responsibility and leadership; they have experience interacting with many parties (classmates, teachers, other students). This can encourage them to use TikTok as a tool for

managing their social identity, not just ‘who I am’, but ‘what role I want to play in the public eye (school and friends)’.

Third, the content created by OSIS members is likely to be more varied and ‘substantial’: they can make videos documenting OSIS activities, campaigns, social appeals, and even creative expressions of leadership. This provides rich empirical material for analysis: how such content reflects their social identity, role, and self-image in the offline and online worlds. Fourth, considering the psychological effects of social media, from social validation to anxiety among OSIS members, could be an interesting case study to see how teenagers with public roles balance their desire for existence (TikTok exposure) with the pressure of social responsibility and organisational reputation. This phenomenon is highly relevant in the literature on digital identity and adolescent psychology, as it touches on the dynamics of self-esteem, social comparison, and the negotiation of public versus private identity.

For student council members at schools such as Makassar State Senior High School 2, who are structurally already in a certain social position (activity organisers, student representatives, school activity leaders), TikTok can function not only as a personal medium, but also as a means of self-representation in front of peers, teachers, and the wider school community. They are not merely observing or imitating trends, but can ‘showcase’ their social roles through documentation of OSIS activities, calls for participation, youth creativity, and even recording their identities as active and responsible students.

Based on the previous background description, it is clear that TikTok has become an important medium for teenagers to express their identity, creativity, and lifestyle. At Makassar State High School 2, particularly among student council activists, this phenomenon is interesting because they not only play the role of ordinary students, but also have social responsibilities and public roles at school. This raises important questions about how these student council activists use TikTok as a medium to represent their lifestyles, values, and identities. With this focus, the study seeks to explore the content they create, the patterns of self-representation displayed, and the social messages implied through this digital medium. How does the content consumed and created by teenagers influence their behaviour and lifestyle at SMAN 2 Makassar? This study aims to analyse the influence of TikTok content on the daily activities, social interactions, and identity expression of teenagers at SMAN 2 Makassar.

METHOD

1. Research Approach

This study uses a qualitative approach with case studies, as it focuses on the phenomenon of adolescent self-representation on social media in a specific social-school context. This approach allows researchers to explore the meanings, perceptions, and motivations underlying the digital social behaviour of student council members, rather than simply measuring the number or frequency of content posts. According to Moleong (2020), a qualitative approach is appropriate when research aims to understand human behaviour in its natural context and explore complex social phenomena (Moleong, 2020). International research also confirms that case studies allow for a deep understanding of the online behaviour and digital identity of adolescents, for example in the context of TikTok, which acts as a ‘stage’ for self-representation (Smith & Anderson, 2021).

2. Research Location and Subjects

The research location was SMAN 2 Makassar, focusing on students who were active in the student organisation (OSIS). Subjects were selected using purposive sampling based on the following criteria: active in OSIS, having a TikTok account with lifestyle content, and willing to participate in the research. Purposive sampling is an effective technique in qualitative research for obtaining informants who can provide in-depth and relevant data (Sugiyono, 2019). A study by Wulandari & Hidayat (2022) on teenage TikTok users also shows that selecting subjects based on their social activities and involvement allows researchers to capture the phenomenon of self-representation more authentically.

3. Data Collection Techniques

Data collection was conducted through a combination of TikTok content observation, in-depth interviews, and literature/documentation studies. Content observation was carried out by observing student council videos, including visuals, audio, captions, social interactions, and uploading patterns, as online behaviour often differs from subjective narratives (Kriyantono, 2020; Liu et al., 2022). Semi-structured interviews were used to explore students' motivations, experiences, and perceptions in creating content, providing flexibility for informants to explain personal meanings and understand the relationship between offline and online identities (Creswell & Poth, 2019; Rahman & Putri, 2021). Literature or documentation studies were used to strengthen the conceptual framework related to adolescent identity, self-representation, social media, and lifestyle, so that the analysis was more valid and contextual (Miles, Huberman, & Saldana, 2020).

4. Data Analysis Techniques

Data analysis was conducted through qualitative content analysis and thematic analysis. Content analysis enables the identification of visual and textual themes in TikTok content, such as fashion styles, student council activities, and expressions of social identity (Krippendorff, 2019). Thematic analysis is used to explore deeper meanings, including motivations, self-perceptions, and social values that students want to convey through their content (Braun & Clarke, 2021). National research also emphasises the importance of thematic analysis to understand the construction of adolescent identity on social media (Wulandari & Hidayat, 2022).

5. Data Validity Testing

Data validity is tested using several strategies: data triangulation, member checking, rich description and contextualisation, and audit trails. Triangulation compares content observations, interviews, and literature to ensure consistency (Sugiyono, 2019). Member checks allow informants to verify the researcher's interpretations (Creswell & Poth, 2019). Rich description and audit trails support methodological transparency, enabling readers to assess the transferability of findings. A study by Rahman & Putri (2021) shows that such validity strategies are effective for research on digital representations of adolescents.

FINDINGS AND DISCUSSION

Findings

1. Entertainment, Challenges, and Light Education

In recent years, TikTok has become more than just an entertainment platform; it has become a ‘digital stage’ where teenagers build, display, and experiment with their identities. A qualitative study by Siregar & Mesra (2024) shows that for Gen Z in South Siantar, TikTok is used to express various aspects of identity: local culture, lifestyle, and social views, which then receive feedback from the audience. This reinforces the statement that TikTok is a space where teenagers actively ‘represent themselves,’ rather than simply imitating other people's videos.

In the more specific context of Indonesia, research by Kristina, Abidin & Hariyanto (2024) found that teenagers who use Korean fashion styles on TikTok show that the adoption of these styles is not merely imitation, but part of the construction of an authentic identity: teenagers choose styles, adapting them to their personal comfort and preferences, rather than simply following trends. This shows how TikTok has become a medium for shaping personal and collective identities through style symbols, gestures, and visual presentations.

Against this backdrop, it is not surprising that observations at SMAN 2 Makassar found that the content most frequently consumed or created by school organisation activists was entertainment, challenges, and light educational content. The entertainment and challenge functions align with the main motives for teenagers' use of TikTok: in addition to expressing themselves, they also use TikTok to ‘fill their free time’ and seek enjoyment through light-hearted videos. In a phenomenological study in Garut Regency, it was found that these motives (self-expression, filling free time, and potential income) form a strong foundation for TikTok users.

Meanwhile, the educational aspect shows another side of TikTok usage, which is not only about entertainment or lifestyle, but also as a medium for informal learning, sharing information, and presenting an image as a caring or insightful teenager. For example, quantitative research in Medan (2025) reported that there is a significant influence of TikTok use on teenagers' lifestyles; this shows that the content they consume and produce can influence their perspectives, tastes, and lifestyle identities.

Thus, in the context of youth activists at SMAN 2 Makassar, the dominance of entertainment, challenge, and light educational content is not merely a trend but part of a strategy of identity and digital social interaction: how they show who they are, how they want to be understood, and how they want to connect with the outside world. TikTok is not just a medium of entertainment; it is an arena for expression, identity formation, and (potential) lifestyle transformation.

2. Representation of Teenage Lifestyle in Content

TikTok has become an important medium for teenagers to showcase their lifestyle, ranging from hobbies, fashion, daily habits, to social activities at school. The content uploaded is not merely entertainment, but also a reflection of the aspirations, social status, and identity of users. As explained by Salsabila and Listyani (2023), urban teenage girls use TikTok to express themselves, presenting the image they want the public to see through visuals, gestures, and music, so that the videos they create become a manifestation of their deliberate digital identity. In other words, TikTok has become a stage where teenagers ‘play’ their ideal selves in the eyes of their peers.

Hobbies and daily activities displayed through TikTok content also have social significance. Research by Kristina, Abidin, and Hariyanto (2023) shows that teenage TikTok users not only display fashion styles or daily activities for aesthetic purposes, but also as a way to assert their identity and build social recognition. Content that focuses on hobbies, for example, reflects certain values and interests, while also serving as a means of interacting with similar communities that share the same preferences. This is in line with the findings of Damayanti, Anjarsari, and Anjani (2022), who state that TikTok content influences teenagers' lifestyles, including clothing choices, social habits, and creative activities, because teenagers imitate and adapt to the norms and trends they see in popular content.

Furthermore, the fashion displayed on TikTok serves as a symbol of identity. Nicke Kakiay (2022) emphasises that clothing, accessories, and visual arrangements in video content act as a symbolic language that communicates who the content owner is in the eyes of their peers. TikTok provides a space for teenagers to show their social status or certain aspirations, while also reinforcing the self-image they have built. Such content is not only a reflection of the self, but also a means of social interaction, where likes, comments, and followers become a form of validation of the identity presented.

Furthermore, social activities at school uploaded via TikTok reveal the dynamics of peer relationships and adolescent participation in the community. Aticka and Khairussalam (2021) found that adolescents use this platform to share social experiences, showcasing their involvement in extracurricular activities or organisations, so that the content is not only individual but also collective. Visuals and symbols that appear in videos, such as uniforms, school locations, or interactions with friends, become social markers that communicate 'who they are' and where they are in the social structure of their peer group.

Thus, the representation of teenagers' lifestyles in TikTok content is not only personal but also social. Visuals, gestures, music, fashion, and other symbols in the videos are ways for teenagers to communicate symbolically, assert their identity, and express their aspirations. TikTok allows teenagers to express themselves creatively, build their self-image, and gain recognition and social reinforcement from their peers. This phenomenon shows that social media, especially TikTok, has become a stage for teenagers to assert who they are, what they like, and how they want to be perceived in a broader social and cultural context.

3. The Influence of TikTok Content on Teenagers' Behaviour and Lifestyle

Social media platforms have become an integral part of modern teenagers' lives, and TikTok, with its easily accessible short video format, plays an important role as a space where teenagers explore, express themselves, and shape their lifestyles and behaviour. In a study by Shazrin Daniyah Khansa and colleagues (2022), for example, it was found that TikTok usage has a real influence on teenagers' lifestyles; their research shows that university students who are active TikTok users report lifestyle changes that are in line with the content and trends they see.

This is reinforced by research by Adelia Regina Damayanti, Linda Anjarsari, and Namira Anjani (2022), which found that TikTok social media influences teenagers' clothing lifestyle, meaning that the intensity of TikTok use correlates with changes in fashion tastes and the way young users dress. However, TikTok's influence does not stop at lifestyle aspects alone. In a study by Immanuel Alexander Yulianto and Stefani Virlia (2023), it was revealed that teenagers

who frequently compare themselves to content on TikTok (social comparison), or who show signs of addiction to the platform, tend to have lower self-esteem, indicating that consuming content on TikTok can affect self-perception and psychological health.

However, this influence is not always positive. Social comparison and addictive tendencies towards content can lower self-esteem and increase psychological pressure. This reminds us that behind the benefits of creativity, self-expression, and social connection, there are risks: pressure to ‘exist’, demands to follow trends, or shifts in values and lifestyles towards consumerism. A study by Yulianto & Virlia (2023) confirms that TikTok addiction and self-comparison behaviour significantly contribute to adolescents' self-esteem. Thus, TikTok plays a dual role: as an opportunity for adolescents to express themselves, explore their identity, and adapt their lifestyle as they wish; but also as a field where they can be exposed to social pressure, comparison, and potential behavioural changes that can have a negative impact, especially if users do not have adequate media literacy and cannot critically filter content.

Based on research at SMAN 2 Makassar, findings show that activists in the school most often consume and create entertainment, challenge, and light educational content on TikTok. This type of content not only serves as a means of entertainment, but also as a medium for teenagers to express their identity, showcase their lifestyle, and explore their creativity. This is in line with the findings of Papid Nur Padilah, Zainal Abidin, and Maulana Rifai (2023), which show that in early childhood to early adolescence (12–15 years), high frequency use of TikTok correlates with changes in behaviour, social interaction, daily habits, and lifestyle of adolescents.

From these two findings, it is evident that TikTok has great potential to shape the identity, social behaviour, and lifestyle of the younger generation. Teenagers use this platform to imitate styles, follow trends, and interact with peers, so TikTok functions as a medium for socialisation and identity formation. However, as emphasised by Yulianto and Virlia (2023), the influence of TikTok is not always positive. Social comparison and addictive tendencies towards content can lower self-esteem and increase psychological pressure, so that behind the opportunities for self-expression and creativity lie the risks of pressure to ‘exist’, demands to follow trends, and changes in lifestyle towards consumerism.

The alignment between the findings at SMAN 2 Makassar and this national study shows that TikTok has a dual influence: the platform provides space for teenagers to explore and express themselves, but it can also be a field of psychological and social risk if users do not have adequate digital literacy. Therefore, a holistic understanding of TikTok's impact is crucial, encompassing both positive and negative aspects, as well as social and psychological implications, so that parents, educators, and teenagers can optimise the use of this platform in a healthy and constructive manner.

Discussion

The findings of this study confirm that TikTok has become a prominent arena for adolescent identity formation, allowing OSIS activists at SMAN 2 Makassar to construct, negotiate, and project their identities in visually curated ways. Their preference for entertainment, challenges, and light educational content aligns with global patterns where short-form videos shape cultural expression and youth identity (Wang & Luo, 2023). These results reinforce prior research showing that adolescents engage in strategic self-presentation, actively

shaping their public image according to perceived audience expectations (Salsabila & Listyani, 2023; Setiawan & Hartati, 2022). In the case of OSIS members, this strategic curation appears amplified by their leadership roles, where maintaining a positive and competent image becomes intertwined with digital visibility.

The representation of lifestyle through fashion, hobbies, daily habits, and group activities suggests that TikTok functions as a symbolic space in which adolescents communicate values, aspirations, and social affiliations. This finding supports Kristina, Abidin, and Hariyanto (2024) and Nicke Kakiay (2023), who argue that visual elements in TikTok content operate as identity markers that signal belonging and personal style. For OSIS members, lifestyle content also reflects institutional participation, as they frequently integrate school activities and organisational roles into their videos. Consistent with Aticka and Khairussalam (2021), this illustrates how adolescents merge personal identity with collective affiliation, using social media as a stage for both individual and group expression.

Beyond identity, the behavioural influence of TikTok is evident in how adolescents imitate trends, adopt digital fashion norms, and integrate online expressions into offline interactions. This resonates with Damayanti et al. (2022), who found that TikTok shapes lifestyle preferences, and with Rampengan et al. (2025), who observe that adolescents often replicate viral content in everyday behaviour. However, the psychological implications of such imitation cannot be overlooked. The study aligns with Yulianto and Virlia (2023), who report that increased exposure to social comparison and addictive patterns on TikTok correlates with lower self-esteem among adolescents. These risks suggest that although TikTok fosters creativity and social visibility, it simultaneously heightens vulnerability to pressure, trend conformity, and consumerism.

The dual nature of TikTok's influence highlights the importance of strengthening adolescents' digital literacy. While TikTok provides opportunities for creativity, identity exploration, and informal learning as also seen in international findings by Liu, Chen, and Li (2022) it exposes adolescents to the challenges of online validation, idealised imagery, and social competition. Prior studies in Indonesia similarly argue that adolescents need critical skills to manage the psychological and social risks associated with social media (Regita, Luthfiyyah, & Marsuki, 2024). For OSIS members, who hold socially visible roles, digital literacy is particularly important because their online behaviour influences peer norms and may shape schoolwide digital culture.

Overall, this study strengthens existing literature by demonstrating that TikTok's role in adolescent identity and lifestyle formation is both constructive and problematic. It contributes new insight by showing that adolescents in leadership positions such as OSIS members display more deliberate and role-conscious self-representation, integrating organisational identity into their digital presence. At the same time, the findings underscore the need for guidance and critical awareness so that adolescents can navigate social media in healthy, productive, and reflective ways. Taken together, these results affirm that TikTok operates as a powerful socio-cultural environment that shapes how teenagers express themselves, connect with peers, and negotiate their sense of self within increasingly digitalised social worlds.

CONCLUSION

This study demonstrates that TikTok plays a significant role in shaping the identity, lifestyle, and behavioural patterns of OSIS activists at SMAN 2 Makassar. The platform functions not only as a source of entertainment but also as a dynamic space where adolescents construct and negotiate their self-image through carefully curated visual content. The dominance of entertainment, challenges, and light educational videos reflects adolescents' desire for creativity, recognition, and social belonging, confirming that TikTok has become a cultural arena where identity is continuously performed and validated.

The lifestyle representations expressed through fashion, hobbies, daily routines, and school organisational activities indicate that adolescents use TikTok as a symbolic stage to communicate their aspirations, social affiliations, and personal values. These expressions highlight how global digital trends intersect with local school culture, creating hybrid forms of identity that are shaped by both online and offline influences. For OSIS members, TikTok also provides an opportunity to project leadership, responsibility, and community participation, showing that their digital presence is not merely personal but tied to their institutional roles.

Findings also reveal that TikTok's influence extends beyond identity and lifestyle to behavioural patterns, including the imitation of trends, social comparison, and shifts in daily habits. While the platform supports creativity and positive peer interaction, it also presents risks such as psychological pressure, decreased self-esteem, and consumptive tendencies, especially for adolescents who frequently compare themselves with idealised digital images. This dual influence underscores the need for balanced engagement and greater awareness of the potential emotional and behavioural consequences of social media use.

Given these findings, the study emphasises the importance of strengthening digital and media literacy among adolescents. Critical awareness is essential not only for helping youths navigate online content responsibly but also for reducing the risks associated with comparison, trend pressure, and digital dependency. OSIS members, in particular, hold potential as role models who can promote healthier and more reflective social media practices within their school environment.

Overall, this research contributes to the broader understanding of how TikTok shapes adolescent identity and social behaviour, particularly in school leadership contexts. By highlighting both the positive and negative dimensions of digital engagement, this study provides valuable insights for educators, parents, and policymakers in supporting adolescents' well-being in an increasingly digitalised social landscape.

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