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ORIGINAL RESEARCH ARTICLE

Managing TikTok Content and Audience Interaction at SMK Tunas Wiyata: A Qualitative Case Study

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ABSTRACT

This qualitative case study examines how SMK Tunas Wiyata, Bumi Agung, planned, produced, posted, and evaluated TikTok content for school communication from March to May 2026. Eight purposively selected informants included the principal, two teachers responsible for social media, and five student content creators. The source reports two interview rounds, 12 observed production or posting activities, and an archive of 20 school videos. The reported monthly aggregate views were 12,000, 14,800, and 16,800, with corresponding interactions of 1,370, 1,850, and 2,000; calculated interaction-to-view ratios were 11.4%, 12.5%, and 11.9%. Teachers described scheduling and oversight, while students contributed ideas and production work. Consultative planning, accountability for posting and moderation, ethical content decisions, and educational themes reflected locally articulated Islamic values. Participants also noted teacher workload, potentially harmful comments, and disagreements over creative direction. Two tables in the source report mutually inconsistent monthly averages and totals; this revision uses the internally coherent aggregate table and flags the inconsistency. Interaction metrics describe audience responses but cannot establish causal effects on institutional reputation or enrollment.

Keywords: TikTok; School Communication; Student Co-Creation; Digital Branding; Audience Engagement



ABSTRAK

Studi kasus kualitatif ini mengkaji cara SMK Tunas Wiyata, Bumi Agung, merencanakan, memproduksi, mengunggah, dan mengevaluasi konten TikTok untuk komunikasi sekolah pada Maret–Mei 2026. Delapan informan meliputi kepala sekolah, dua guru pengelola media sosial, dan lima siswa pembuat konten. Naskah sumber melaporkan dua putaran wawancara, 12 kegiatan produksi atau unggahan yang diamati, dan arsip 20 video. Jumlah tayangan bulanan adalah 12.000, 14.800, dan 16.800, dengan interaksi 1.370, 1.850, dan 2.000; rasio interaksi terhadap tayangan sebesar 11,4%, 12,5%, dan 11,9%. Guru menjelaskan jadwal dan pengawasan, sedangkan siswa berkontribusi pada gagasan dan produksi. Perencanaan musyawarah, tanggung jawab pengunggahan dan moderasi, pilihan konten etis, serta tema pendidikan mencerminkan nilai Islam yang diterapkan setempat. Informan juga menyebut beban kerja guru, komentar negatif, dan perbedaan arah kreatif. Dua tabel sumber menyajikan rerata dan jumlah bulanan yang tidak konsisten; revisi ini menggunakan tabel agregat yang konsisten secara aritmetis. Metrik interaksi menggambarkan respons audiens, bukan bukti sebab akibat terhadap reputasi atau pendaftaran siswa.

Kata kunci: TikTok; Komunikasi Sekolah; Kreasi Bersama Siswa; Citra Digital; Interaksi Audiens

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1. INTRODUCTION

Schools increasingly use short videos to show activities and communicate with families. Producing such material calls for decisions about themes, schedules, student involvement, audience feedback, and safeguarding. Research on social media engagement cautions that visible interactions depend on how platforms define and count them (Barger et al., 2016; Santini et al., 2020).

At SMK Tunas Wiyata, Bumi Agung, TikTok was described as a school communication channel shaped by educational aims and Islamic values. Student participation may make school content more recognizable to peers, while teachers retain responsibility for consent, quality, and comment moderation. Studies of short video use in education mainly examine learning rather than the management of a school account (Zhang et al., 2022; Wang et al., 2024).

This case links planning, production, publication, and review with four values named in the source: *akhlaq* in ethical presentation, *shura* in consultation, *amanah* in accountability, and *tarbiyah* in educational guidance. The purpose is to describe their enactment and its practical tensions, not to assume that the platform improves recruitment.

The study asks how teachers and students managed TikTok content and how the available audience metrics relate to their accounts. Because the supplied manuscript includes conflicting monthly statistics, the revision presents an arithmetically consistent aggregate series and makes the discrepancy explicit.

2. RESEARCH METHODS

The study used a descriptive qualitative case design at SMK Tunas Wiyata, Bumi Agung, focused on the official TikTok account from March to May 2026. Eight purposively selected participants were one principal, two teacher managers, and five student creators. Interviews were described as two rounds addressing roles, content decisions, challenges, and reflections.

The source reports 12 observations of posting or production activities lasting roughly 60–90 minutes and an archive of 20 school videos. These are distinct sets: observations concerned workflow, while the archive represented posted output. The manuscript also reports examination of views, likes, comments, and shares from platform analytics.

Interview accounts, observation notes, video records, and monthly interactions were compared thematically. The source describes coding by two researchers and subsequent discussion of coding differences. It reports consent, parental approval for minors, and school permission, without providing documents for independent inspection. Interpretive claims are presented as accounts from this single school (Yin, 2018).

The source contains two numerical tables that cannot both describe the same set of 20 videos. Its average-per-video counts do not reconcile with the monthly aggregate counts. For transparent reporting, this revision uses the aggregate table, recalculates interaction-to-view percentages from totals, and avoids the incompatible average values. These measures are descriptive and do not adjust for algorithms, posting time, or audience composition.

3. RESULTS AND FINDINGS

Planning involved teacher oversight and scheduled posting around classroom activities, extracurricular work, and institutional events. A teacher manager reported aiming for two uploads a week. Students participated in choosing topics and filming, while staff considered whether content represented the school and its learners appropriately. This workflow emerged across teacher and student interviews.

The source reports 12,000 views and 1,370 interactions in March, 14,800 and 1,850 in April, and 16,800 and 2,000 in May. Likes, comments, and shares form the interaction numerator; views form the denominator. The ratios are 11.4%, 12.5%, and 11.9% after rounding to one decimal place; together, 5,220 interactions divided by 43,600 views give 12.0%. These figures do not account for unique viewers or subsequent enrollment.

Student creators described greater ownership when they contributed ideas and production work. A teacher described added workload alongside regular teaching, while a student raised concern about negative external comments. Teachers and students sometimes disagreed on creative direction. These contrasting accounts indicate that collaboration required clear roles and deliberate consultation.

The source describes ethical clothing and language choices, videos of religious activities, and comment moderation as practical expressions of *akhlaq*, *tarbiyah*, and *amanah*. Collaborative topic

selection expressed shura. The principal and teachers described monitoring responses and coaching students on respectful communication. Such practices support an interpretation of values-based governance of the account.

Table 1. Monthly audience interaction reported for the school account

Month	Views	Interactions	Interactions/views
March 2026	12,000	1,370	11.4%
April 2026	14,800	1,850	12.5%
May 2026	16,800	2,000	11.9%

Source: Aggregate monthly values in the supplied manuscript; ratios recalculated from views and interactions.

4. DISCUSSION

Planning can make school communication more coherent when videos reflect actual learning and activities. A schedule offers a workable routine, yet regular posting alone does not demonstrate that audiences understand the school or trust it. Institutional brand studies emphasize the distinction between communicated image and service quality (Kholil et al., 2022; Zakaria et al., 2023).

Student co-creation is a distinctive feature of this case. Students acted as contributors to themes and filming rather than appearing only as subjects. Their accounts of ownership are consistent with research on participatory creation, although the present study does not systematically compare student-made and teacher-made videos. The value of participation is also educational, through media judgment and responsibility.

The aggregate interaction rate varied within a narrow band while total views rose across the three months. This pattern is descriptive; there is no experiment, comparison account, or control over platform distribution. Furthermore, the source's second table of per-video averages conflicts with the monthly totals, so its assertion of average-view growth is not used. Future studies should retain dated exports and video-level observations.

Engagement is sensitive to denominator choice and the meaning of each response. A view may be brief; a like, share, or comment may reflect different intentions. Research on social media engagement warns against treating one metric as a complete account of attitudes (Barger et al., 2016). The monthly interaction-to-view ratio is therefore an operational measure for this case, not an established indicator of school reputation.

Akhlaq and tarbiyah were linked to presentation, educational themes, and how staff guided student responses online. Shura informed joint decisions on topics; amanah informed schedule monitoring and moderation. These values become analytically useful when connected to recorded decisions rather than repeated as slogans. The source offers selected examples, but a fuller content coding table would make their application easier to audit.

Workload and safeguarding complicate the benefits of participation. Teachers need time to supervise production and moderate comments; student creators may encounter public criticism.

Clear responsibilities, consent procedures, limited exposure of minors, and a way to address harmful responses can reduce these pressures. The manuscript reports consent and moderation but does not supply a written operating policy.

Short videos in educational research often serve instructional purposes (Zhang et al., 2022; Wang et al., 2024). Here they function primarily as institutional communication and as an activity through which students practice production. The distinction matters: measures of learning, engagement, and school reputation are different outcomes, and this case cannot infer one from another.

The case contributes a process account of planning, co-production, publication, and feedback in one school. Its limitations include the small participant group, three-month window, inconsistent source tables, and reliance on platform-defined views and interactions. Comparative work should examine multiple accounts, video-level metrics, family feedback, student experience, and whether communication accurately represents educational practice.

5. CONCLUSION AND SUGGESTIONS

SMK Tunas Wiyata's TikTok account was described as a managed school communication channel involving teachers and student creators. Aggregate views increased from March to May 2026, while the interaction-to-view ratio remained approximately 11–13%. Consultative planning, ethical content decisions, monitoring, and educational themes illustrated values-based management alongside concerns about workload and public comments.

The findings are local and descriptive. The conflicting per-video averages in the source require correction from the original account export before publication, and the reported audience interactions cannot show whether the videos changed reputation, recruitment, or learning.

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