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Developing Digital Role Play-Based Educational Learning Media through the TikTok Platform to Improve Students' Internalization of Character

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Abstract : This study aims to develop a digital role-play-based educational learning media through the TikTok platform to improve students' internalization of character values. This study uses the Research and Development (R&D) method with the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques were carried out through observation, interviews, and questionnaires with a Likert scale. The results of the study indicate that the developed media has a very high level of feasibility, with an average validation score of 4.5 from media experts and 4.6 from material experts, categorized as "very feasible." In addition, the implementation results show a significant increase in students' internalization of character values, indicated by an increase in the average score from 3.16 (before) to 4.36 (after). This increase reflects the development of students' values of honesty, responsibility, cooperation, discipline, and caring. This study contributes to the field of digital character education by demonstrating that the integration of digital role-play, the TikTok platform, and the ADDIE development model provides an innovative and practical framework for fostering students' character value internalization through interactive and contextual learning experiences.

Keywords : digital learning media, TikTok, role play, character education, ADDIE

Abstrak *: Penelitian ini bertujuan untuk mengembangkan media pembelajaran edukasi berbasis digital role play melalui platform TikTok guna meningkatkan internalisasi nilai karakter siswa. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi tahap Analysis, Design, Development, Implementation, dan Evaluation. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan angket dengan skala Likert. Hasil penelitian menunjukkan bahwa media yang dikembangkan memiliki tingkat kelayakan yang sangat tinggi, dengan skor rata-rata validasi ahli media sebesar 4,5 dan ahli materi sebesar 4,6 dengan kategori "sangat layak". Selain itu, hasil implementasi menunjukkan adanya peningkatan yang signifikan pada internalisasi nilai karakter siswa, ditunjukkan dengan peningkatan skor rata-rata dari 3,16 (sebelum) menjadi 4,36 (sesudah). Peningkatan ini mencerminkan berkembangnya nilai kejujuran, tanggung jawab, kerja sama, disiplin, dan kepedulian siswa. Penelitian ini berkontribusi pada bidang pendidikan karakter digital dengan menunjukkan bahwa integrasi permainan peran*

digital, platform TikTok, dan model pengembangan ADDIE memberikan kerangka kerja yang inovatif dan praktis untuk menumbuhkan internalisasi nilai-nilai karakter siswa melalui pengalaman belajar interaktif dan kontekstual.

Kata kunci *: media pembelajaran digital, TikTok, role play, pendidikan karakter, ADDIE*

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INTRODUCTION

The rapid development of digital technology has transformed educational practices, particularly through the integration of social media platforms into classroom learning. Among these platforms, TikTok has attracted considerable attention due to its short-form video format, interactive features, and widespread popularity among school-age students. Despite its educational potential, the use of digital media in schools remains predominantly oriented toward cognitive learning outcomes, while its capacity to support students' affective development and character education has received far less attention (Ta'rifin et al., 2025; Nursyahidah et al., 2026). Consequently, innovative learning media are needed to bridge students' digital learning preferences with meaningful character-building experiences (Serdyukov, 2017).

Character education continues to be a major challenge in elementary schools because students often understand moral values only at a conceptual level without consistently applying them in everyday life (Hanifah & Habibullah, 2026). Preliminary observations and interviews conducted with fourth-grade teachers at SDI Islam Nurul Yasin revealed that classroom learning was still dominated by teacher-centered instruction, supported mainly by textbooks and verbal explanations. As a result, students showed limited participation during learning activities and experienced difficulties demonstrating values such as honesty, responsibility, and cooperation in classroom interactions. These findings indicate a clear need for contextual and interactive learning media capable of promoting deeper character internalization.

Previous studies have consistently demonstrated that interactive digital media can enhance student engagement and learning motivation. Storytelling videos, simulations, and role-play activities have been shown to improve both conceptual understanding and affective learning outcomes (Atkin & Black, 2025; Blanco et al., 2022). Likewise, TikTok has increasingly been recognized as a promising educational platform because its concise, engaging, and accessible format aligns well with the learning characteristics of today's digital generation (Chekhratova & Pedyk, 2024). At the same time, role-play has been widely acknowledged as an effective pedagogical strategy for fostering empathy, social interaction, and character development through authentic learning experiences.

However, the existing literature remains fragmented. Most previous studies have investigated TikTok as a digital learning medium to improve motivation or cognitive achievement, whereas others have examined role-play as a pedagogical strategy implemented in conventional classroom settings (Meirbekov et al., 2024). Few studies have integrated these two approaches into a single instructional design (Abuhassna et al., 2024),

and even fewer have developed digital role-play learning media through the TikTok platform specifically aimed at strengthening character value internalization among elementary school students (Yuetong, 2023). Moreover, previous studies rarely provide a systematic framework that aligns role-play scenarios with measurable character indicators such as honesty, responsibility, cooperation, discipline, and caring (Van, 2020). This gap demonstrates the need for research that combines the pedagogical strengths of role-play with the technological affordances of TikTok within a structured learning media development process.

Based on these considerations, this study aims to develop a digital role-play-based educational learning medium through the TikTok platform to improve the internalization of character values among fourth-grade students at SDI Islam Nurul Yasin. The study is expected to contribute to the growing field of digital character education by providing an innovative instructional framework that integrates social media and experiential learning to create more engaging, contextual, and meaningful character learning experiences for elementary school students.

LITERATURE REVIEW

Character education plays a strategic role in shaping students' spiritual, social, and intellectual abilities through an active and meaningful learning process. Elementary education requires students to understand character values cognitively and also to internalize and implement them in their daily lives, such as honesty, responsibility, cooperation, discipline, and caring (Rajaminsah et al., 2022). However, various studies show that character education in elementary schools still faces obstacles such as low student engagement, the dominance of lecture methods, and a lack of contextualization of material, which makes learning one-way. This condition causes students to quickly become bored and unable to optimally internalize character values. According to Lickona (1991), effective character education requires an integration of moral knowing, moral feeling, and concrete actions based on values. Therefore, teachers need to implement innovative approaches that can create a fun learning atmosphere while increasing active student participation. One recommended approach in active learning is role-play. This model emphasizes students' emotional involvement and direct experience in simulating specific social situations to achieve character-building goals (Bandura, 1977). Through this approach, students not only learn to understand values theoretically but also develop social skills, empathy, and responsibility aligned with the goals of character education.

In line with the role-play approach, the integration of digital technology into learning is an urgent need, especially for Generation Alpha, who are closely associated with short video-based media. Platforms like TikTok have transformed from mere entertainment to potential educational instruments. According to Mayer (2020), multimedia learning theory states that the combination of visual and audio elements presented in an organized manner can significantly improve student retention and comprehension compared to text-only presentations. TikTok's concise, creative, and interactive characteristics allow for the delivery of moral messages packaged in engaging

visual storytelling. Several previous studies have shown that utilizing short video-based social media can increase student motivation and engagement in learning. For example, research by Sa'adah & Yupitasari (2026) found that TikTok-based educational content significantly increased elementary school students' interest in reading and learning motivation. Furthermore, Vlachopoulos & Makri (2017) demonstrated that interactive simulation videos are effective in building students' conceptual and affective understanding. However, TikTok is still predominantly used for delivering cognitive content such as science and mathematics (Wandini et al., 2024), and has not been systematically explored for internalizing character values through a role-play approach.

Conventionally developed role-play learning models are often hampered by limitations of time, space, and students' confidence in performing in front of the class (Khairat et al., 2025). Therefore, digitizing role-play through short video platforms offers an innovative solution. According to Kolb's (1984) experiential learning theory, learning is more effective when students engage directly in concrete experiences, reflective observation, abstract conceptualization, and active experimentation. In the context of digital role-play, students are not merely passive spectators but can be actively involved in creating, commenting on, and reflecting on character simulation videos. Research by Al-Arif et al. (2026) shows that digital storytelling can significantly increase students' empathy and social awareness. Furthermore, Sabila et al. (2026) emphasized that social media integrated with role-playing simulations can strengthen the internalization of character values because students feel more relevant and emotionally connected to the content presented. Creating and watching role-play videos on TikTok can improve concentration, quick thinking skills, and collaboration among students, while reducing the psychological stress that often arises when role-playing live in front of the class.

To ensure that the developed learning media is of proven quality and meets needs, a systematic research framework is required. The Research and Development (R&D) model with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) approach developed by Branch (2009) and Molenda (2015) is considered most appropriate to address this challenge. The ADDIE model provides step-by-step guidance, starting with analyzing student and environmental needs, through instructional design, product development, classroom implementation, and formative and summative evaluation. Using this model allows researchers to conduct continuous revisions based on feedback from media experts, content experts, and users (students and teachers). This aligns with the principles of formative evaluation, which emphasize continuous product quality improvement before widespread implementation. Through the ADDIE model, the resulting digital role-play media is not only visually appealing but also substantively valid and practical for use in everyday learning.

Various previous studies have demonstrated the effectiveness of role-play models and digital media separately in improving student learning outcomes and character. However, the specific integration of TikTok-based digital role play with the ADDIE model

for the purpose of internalizing character values is still very limited. Research by Supendi & Tahawali (2026) focused on general digital media without specifying the TikTok platform. Research by Sari & Mahendra (2025) and Lestari & Rostini (2026) discussed the potential of social media for education, but did not specifically measure the affective impact on character indicators such as honesty and responsibility. Meanwhile, research on role play (Berk, 2009) still focuses on conventional methods in the classroom. Based on this gap, this study aims to fill the gap in the literature by developing educational learning media based on digital role play through the TikTok platform using the ADDIE model. The novelty of this study lies in the integration of the adaptive characteristics of the TikTok algorithm with the social simulation approach of role play, which is systematically directed to measure the increase in internalization of character values in elementary school students. Thus, this study has a strong theoretical and empirical foundation for improving the quality of the learning process and the results of student character internalization in the digital era.

Figure 1. Conceptual Framework of TikTok-Based Digital Role-Play Learning for Character Education

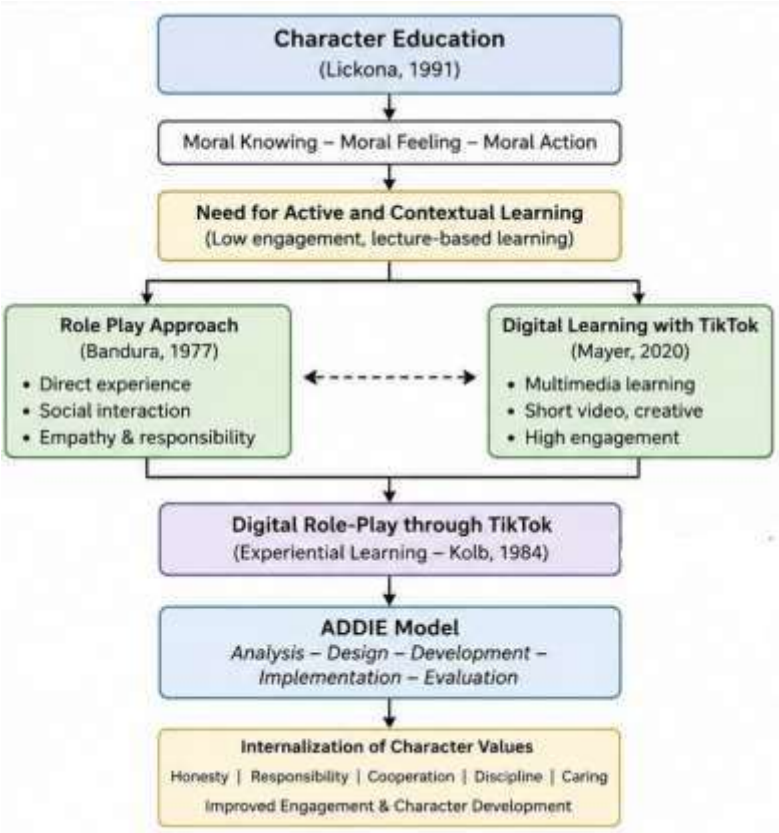


Figure 1 illustrates the conceptual framework underlying this study. The framework begins with the concept of Character Education proposed by Lickona (1991), which emphasizes the integration of moral knowing, moral feeling, and moral action as the foundation for developing students' character. This framework highlights the need for more active and contextual learning to address the limitations of conventional, lecture-based

instruction. To achieve this, the study integrates the Role-Play Approach (Bandura, 1977), which promotes direct experience, social interaction, and empathy, with TikTok-based digital learning supported by multimedia learning theory (Mayer, 2020). The integration of these two approaches is implemented through digital role-play, grounded in Kolb's Experiential Learning Theory (1984), and systematically developed using the ADDIE model. Ultimately, this process is expected to enhance the internalization of character values—including honesty, responsibility, cooperation, discipline, and caring—while simultaneously improving student engagement and overall character development.

METHOD

This study used a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model developed by Branch (2009) to develop TikTok-based digital role-play learning media. The R&D approach was chosen because this study aimed not only to test the effectiveness of an intervention but also to produce new learning media products that had not previously been systematically available (Sugiyono, 2019). The study was conducted at SDI Islam Nurul Yasin with subjects determined through a purposive sampling technique, including media experts, material experts, fourth-grade teachers, and all fourth-grade students as field trial subjects. The selection of these subjects was based on the consideration that they were the most relevant and competent parties in assessing the developed product (Creswell & Creswell, 2017). The research procedure was carried out systematically and iteratively, starting from the stage of analyzing learning gaps and students' digital preferences, followed by designing storyboards and contextual scenarios at the design stage. The development phase focused on the production and validation of short videos, while the implementation phase integrated the media into classroom learning scenarios involving video screenings, reflective discussions, and student role-playing. This entire cycle concluded with a comprehensive evaluation phase to assess the product's feasibility and its impact on overall character internalization.

Data collection was conducted through triangulation through observation, semi-structured interviews, and a four-point Likert-scale questionnaire to avoid bias in responding to neutral responses. The research instruments included an expert validation sheet assessing the technical and substantive aspects of the material, a user response questionnaire, and a character value internalization measurement instrument operationalizing five key indicators: honesty, responsibility, cooperation, discipline, and caring. The instrument's quality was ensured through content validity testing using Aiken's V to measure the level of expert agreement on the relevance of each statement (Aiken, 1985), and reliability testing using Cronbach's Alpha. Data analysis techniques were conducted in an integrated manner; Quantitative data from validation scores and responses were analyzed using descriptive statistics, while media effectiveness was tested using pretest-posttest comparisons and the Normalized Gain (N-Gain) index to measure the magnitude of improvement more accurately by controlling for initial scores. Furthermore, qualitative data from observations and interviews were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014) which includes data

reduction, data presentation, and conclusion drawing to provide in-depth context to the statistical findings.

RESULT AND DISCUSSION

Analysis

The analysis stage is the initial foundation in developing learning media, determining the direction and specifications of the product to be developed. Based on field observations and in-depth interviews with fourth-grade teachers at SDI Islam Nurul Yasin, it was found that the learning process is still dominated by conventional methods, such as lectures and text-based assignments. The use of learning media is still very limited and lacks variety, resulting in low student engagement in class. Field findings indicate that students tend to only understand character education conceptually and by rote, but are unable to implement these values in daily interactions at school.

The analysis of student characteristics reveals that fourth-grade students are currently a generation closely connected to digital technology, particularly short video-based social media. They demonstrate a strong interest in dynamic, interactive, and short-form visual content. However, there is a significant gap between these students' learning preferences and the media available at school. Classroom learning does not yet utilize the visual appeal and interactivity of digital platforms, which are closely related to students' daily lives. This situation indicates an urgent need to integrate digital media relevant to students' learning styles into the classroom learning process. Furthermore, a needs analysis related to character education revealed that values such as honesty, responsibility, and cooperation have not been optimally integrated into teaching and learning activities. Learning is still heavily oriented towards achieving academic (cognitive) outcomes rather than developing behavior (affective and psychomotor). Observations of student behavior in schools indicate that the application of character values is still instructional and has not yet become a habit. Based on this problem mapping, it was concluded that a learning medium is needed that can bridge the gap between students' digital preferences and the need for character internalization, through a more contextual, participatory approach, and utilizing role-play simulations in digital format.

Design

The design phase involved systematically designing the structure, flow, and specifications of the learning media before entering the production phase. At this stage, researchers formulated a concept map and learning objectives that explicitly targeted the internalization of character values, not simply the transfer of knowledge. Indicators of success were operationally designed, namely students' ability to recognize, internalize, and demonstrate character values in simulated everyday situations. Based on the previous needs analysis, researchers determined that the media would be developed in the form of a series of short, role-play-based videos adapted to the format and characteristics of the TikTok platform.

Researchers began drafting scripts and storyboards for several video scenarios. Each video was designed to have a simple, contextual storyline that closely mirrored students' experiences in school. For example, scenarios were designed that addressed the theme of honesty in a situation involving finding valuables in the school environment, as well as a scenario involving cooperation in completing a group project that encountered obstacles. The role-play approach was chosen in these designs so that students could directly experience the simulation of solving social and moral problems. The video design

also considered a short duration (under 60 seconds per segment) with a hook at the beginning of the video to maintain students' attention, in line with the target audience's media consumption patterns.

Next, the researchers developed the interface and audio-visual elements to ensure the characters' messages were conveyed effectively. The visual design was planned using bright, contrasting colors that align with the color psychology of elementary school-aged children, as well as using large, easy-to-read fonts. The audio elements were designed by adding emotional background music appropriate to the story's setting and sound effects to enhance the dramatic impact of the role-playing simulation. Furthermore, the design included dynamic text (subtitles/captions) for the video to ensure the main message of each character's values could be clearly understood by students. The overall design was then compiled into a production guideline that would serve as a reference during the development phase.

Development

The development phase is the realization of the design into a role-play-based digital learning media product through the TikTok platform. This process includes script writing, video recording, editing, and content publication. The resulting product was then validated by media and content experts to test its feasibility before implementation. The following is documentation of the created media:

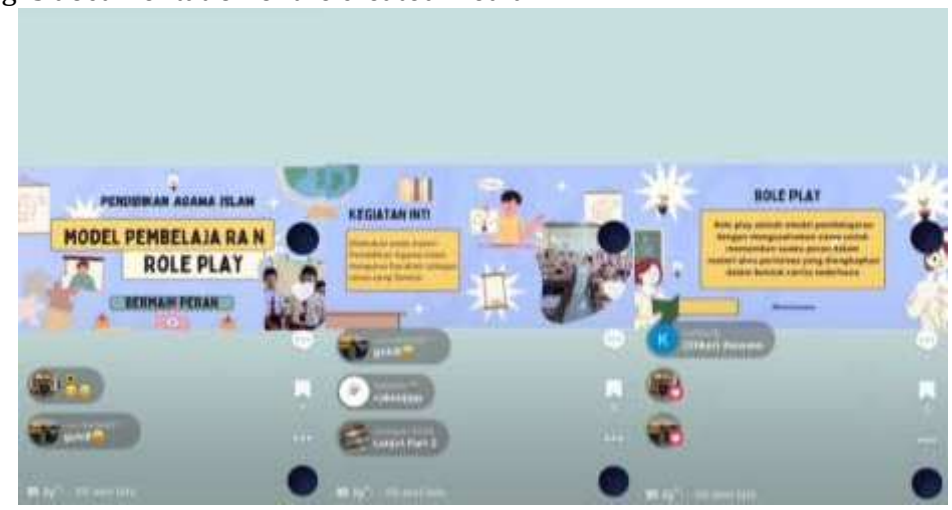


Figure 1: Digital Role-Play Media through the TikTok Platform

Validation was conducted using a questionnaire instrument with a Likert scale of 1–5, tailored to the characteristics of each assessment aspect. The media expert's assessment focused on presentation and technical aspects, while the material expert's focused on content and learning relevance. This aligns with the formative evaluation principles of the ADDIE model.

Table 1. Media Expert Validation Results

No.	Assessment Indicator	Score	Category
1	Visual Display Quality	4.6	Very Feasible
2	Audio Clarity	4.4	Very Feasible
3	Appropriateness of Video Design	4.5	Very Feasible
4	Media Attractiveness	4.7	Very Feasible

5	Text Readability	4.3	Very Feasible
	Average	**4.5**	**Very Feasible**

Source: Research Data (2026).

Table 2. Material Expert Validation Results

No.	Assessment Indicator	Score	Category
1	Alignment with Learning Objectives	4.7	Very Feasible
2	Accuracy of Content	4.6	Very Feasible
3	Clarity of Presentation	4.5	Very Feasible
4	Appropriateness of Language	4.5	Very Feasible
5	Integration of Character Values	4.7	Very Feasible
	Average	**4.6**	**Very Feasible**

Source: Research Data (2026).

Based on the validation results, the average score for media experts was 4.5 and for material experts 4.6, both of which fall into the "very appropriate" category. This indicates that the developed learning media meets quality standards in both technical and substantive aspects.

Nevertheless, several suggestions from the validators were used as the basis for improvements, such as improving audio quality, adjusting video duration, and simplifying language to better suit the characteristics of elementary school students. Thus, the resulting product is not only suitable for use but also optimally supports the learning process.

Implementation

The implementation phase involved piloting the learning media with students in real-life learning situations. Teachers used TikTok-based role-play videos as the initial learning stimulus, followed by group discussions and reflections on the character values embodied in the videos.

During the implementation process, student engagement significantly increased. Students appeared more enthusiastic, actively asked questions, and were able to express their opinions regarding the character values being learned. Furthermore, students were given the opportunity to create simple role-play videos in groups. This activity has been shown to enhance creativity while strengthening students' understanding of character values through direct experience.

To measure the effectiveness of the media, a questionnaire was distributed before (pretest) and after (posttest) the media was used. The results showed an increase in students' character value internalization scores, as presented in the following table:

Table 3. Results of the Student Character Value Internalization Questionnaire

No.	Character Aspect	Pre-Test Score	Post-Test Score	Improvement	Category
1	Honesty	3.2	4.4	1.2	Improved
2	Responsibility	3.3	4.5	1.2	Improved
3	Cooperation	3.1	4.3	1.2	Improved
4	Discipline	3.0	4.2	1.2	Improved
5	Caring	3.2	4.4	1.2	Improved
	Average	**3.16**	**4.36**	**1.20**	**Improved**

Source: Research Data (2026).

The table shows an increase in the average score from 3.16 to 4.36, indicating that the developed learning media was effective in enhancing students' internalization of character values.

Evaluation

The evaluation stage in this study was conducted comprehensively to assess the feasibility, practicality, and effectiveness of the developed learning media, both in terms of process and final results. The evaluation took two forms: formative evaluation, which took place throughout the development stage, and summative evaluation, which was conducted after classroom implementation. The evaluation instruments used included student and teacher response questionnaires, learning activity observation sheets, and semi-structured interview guidelines. The formative evaluation focused on gathering feedback from media experts and material experts, as well as conducting limited trials with small groups of students to identify product weaknesses before widespread implementation.

Based on the results of the formative evaluation, several constructive inputs were obtained that served as the basis for product revisions. The media experts recommended improving the audio quality in several video segments and adjusting the text color contrast to make it easier to read on mobile phone screens. The material experts suggested simplifying the diction in some narratives to better suit the comprehension level of fourth-grade students, as well as adding more diverse examples of character situations. Meanwhile, during the limited trial phase, students provided feedback that some videos were too long and the storyline in one scenario was unclear. The researchers addressed all of this feedback through re-editing, adding larger subtitles, reducing the video length to an average of 45–60 seconds per segment, and improving transitions between scenes. These revisions were then revalidated and declared to meet the eligibility standards for full implementation.

A summative evaluation was conducted after the media was implemented in the learning process in fourth grade at SDI Islam Nurul Yasin. The student response questionnaire showed a very high level of acceptance, with an average of 92% of students stating that the media made learning more interesting, easier to understand, and relevant to their daily lives. Students also reported feeling more motivated to actively participate and more confident in demonstrating character values. Similarly, the teacher response questionnaire recorded a 94% approval rate, indicating that the media was very helpful in delivering character education material in a more contextual, applicable, and time-efficient manner. Observation sheets of learning activities also confirmed significant improvements in student engagement indicators, such as the frequency of asking questions, the courage to express opinions, and the quality of cooperation in group discussions.

In-depth interviews with the class teacher and several students reinforced these quantitative findings. The teacher stated that the TikTok-based digital role-playing media successfully transformed the classroom dynamics from passive to more lively and interactive. Character values, previously learned through rote learning, were now discussed and reflected upon by students based on the visual simulations they watched. Students also expressed a greater emotional connection to the stories in the videos, making the moral messages about honesty, responsibility, and cooperation more easily embedded in their memories. Based on the overall evaluation data, it can be concluded that the

developed learning media was not only technically and substantively feasible, but also proven to be practical, effective, and had a positive impact on improving students' internalization of character values in the classroom.

Discussion

The most important finding from the overall ADDIE model development process in this study was the successful transformation of students' digital habits into a structured pedagogical tool for character education. The analysis phase revealed a critical gap: students were highly attracted to short-form digital content, yet school practices still relied on conventional methods that failed to internalize values. This finding led to the design and development phase to create a digital role-playing media specifically formatted to resemble TikTok. The development process yielded a highly valid product, evidenced by a validation score of 4.5 from media experts and 4.6 from content experts. The most significant results emerged in the implementation and evaluation phase, where the media not only increased student engagement but also resulted in substantial improvements in character internalization, with the average score jumping from 3.16 to 4.36. This empirical evidence confirms that the systematic integration of digital role-playing simulations and social media platforms effectively bridges the gap between students' digital preferences and the school's character education goals (Juny & Ta'rifin, 2026). Furthermore, the evaluation phase highlighted that the interactive and visual nature of the media reduced psychological barriers, enabling students to empathize with the moral dilemmas presented. Ultimately, the ADDIE process demonstrated that iterative refinement based on continuous feedback is crucial for producing digital learning media that is not only technically superior but also highly aligned with the psychological and developmental needs of elementary school students.

The effectiveness of the developed media can be comprehensively explained through the integration of several fundamental learning theories. These findings align with Lickona's character education framework, which asserts that effective character building must encompass moral knowing, moral feeling, and moral action. The digital role-play videos successfully stimulated moral feelings by presenting relevant and emotionally engaging scenarios, while class discussions and student video creation facilitated moral action. Furthermore, Bandura's Social Learning Theory strongly supports these results, as the media provides clearly observable models of positive character behavior, enabling students to learn through vicarious experiences and imitation. The visual and audio stimuli in the TikTok format also validate Mayer's Cognitive Theory of Multimedia Learning; by selecting and organizing relevant words and images, the media minimizes unnecessary cognitive load and maximizes meaningful learning, which is crucial for elementary school students' short attention spans. Kolb's Experiential Learning Theory is also reflected in the implementation phase, where students move from concrete experiences (watching role-plays) to active experimentation (creating their own role-play videos). This theoretical synthesis demonstrates that this medium does not simply convey information but rather builds a holistic learning environment. By combining the

observational aspects of social learning with the reflective cycle of experiential learning within a multimedia framework, this digital role-play medium effectively facilitates the deep internalization of character values, which traditional text-based methods often fail to achieve.

The novelty of this research lies in the specific integration of digital role-play within the unique ecosystem of the TikTok platform, systematically developed using the ADDIE model to target affective character indicators in elementary education. This study significantly differs from and builds on five previous studies. First, research by Bogiannidis & Gindidis (2023) and Selvaraj et al. (2025) explored general digital media for cognitive learning, but lacked the affective focus and interactive role-play simulations used in this study. Second, studies by Abualrob (2025) investigated the use of social media and TikTok to enhance motivation and teach science; however, they did not systematically measure the internalization of moral values or use a role-playing simulation approach. Third, while Masyitoh & Pratiwi (2025) and Albab et al., (2025) demonstrated the effectiveness of digital storytelling for empathy, their implementation was conducted through a conventional Learning Management System (LMS), rather than leveraging the micro-learning, algorithmic, and high-engagement nature of short-form video platforms like TikTok. In contrast, this study fills this critical gap by leveraging TikTok's specific format—short, visually dynamic, and highly relevant videos—to simulate real-life moral dilemmas. This specific methodological and contextual approach provides a novel empirical contribution, demonstrating that short-form social media, when pedagogically structured through R&D, can be transformed from mere entertainment tools into highly effective and targeted interventions for character education.

The findings of this study have significant theoretical and practical implications for the field of education. Theoretically, this study expands the literature on digital character education by providing empirical evidence that social media platforms, often criticized for their distracting nature, can be successfully repurposed as powerful pedagogical tools for moral and affective learning (Nurwachida & Fihris, 2025). This research validates the synthesis of multimedia learning principles with social modeling theory in the context of micro-learning, offering a new theoretical framework for future studies on digital moral education. Practically, this study provides a highly engaging, cost-effective, and ready-to-use framework for elementary school teachers to teach character education. It shifts the paradigm of character instruction from passive, text-based lectures to active, experiential digital simulations. Teachers no longer need to rely solely on abstract moral stories; they can utilize or create short, contextual role-play videos that directly resonate with students' everyday lives. Moreover, the implementation of this medium empowers students to shift from passive consumers of digital content to active and critical creators. By engaging students in the process of analyzing and even producing their own role-play videos, this medium fosters digital literacy alongside moral reasoning. Ultimately, this research implies that the future of character education in the digital age depends on the ability to

meet students in their digital spaces and transform those spaces into meaningful environments for moral and social development (Amelia et al., 2025).

In response to the novelty and effectiveness of this digital role-play medium, several strategic policies must be formulated at both the school and government levels. At the school level, principals and education committees need to develop Standard Operating Procedures (SOPs) and clear guidelines for the ethical integration of short-form video platforms into learning (Isnaini et al., 2025). This includes the formulation of a "Digital Character Education" curriculum that allocates specific instructional time for students to critically analyze and create role-play videos, ensuring that TikTok is used as a structured learning tool, not an unregulated distraction. Schools should also prioritize ongoing professional development, providing targeted training to teachers on digital content creation, multimedia design, and the pedagogical use of social media. At the government level, the Ministry of Education should integrate digital media literacy and character-based digital content development into pre-service and in-service teacher training programs nationwide. Furthermore, the government should address the digital divide by improving internet infrastructure and providing adequate devices to schools in remote areas, ensuring equitable access to this innovative educational medium. Crucially, policymakers should also enforce strict data privacy and child protection policies regarding the use of social media platforms in educational settings, ensuring students' digital footprints are protected. By implementing these comprehensive policies, the education ecosystem can safely and effectively harness the power of digital platforms to foster the moral character of future generations.

CONCLUSION

Based on the research results, it can be concluded that the development of digital role-play-based learning media through the TikTok platform has proven highly feasible and effective in improving students' internalization of character values. This is demonstrated by the validation results from media experts and subject matter experts, which were categorized as "very feasible" (with average scores of 4.5 and 4.6, respectively), as well as a significant increase in students' character value internalization scores after using the media, from an average of 3.16 to 4.36. The use of a role-play approach combined with a familiar digital media format provides a more meaningful learning experience, enabling students not only to cognitively understand character values but also to internalize them through active engagement, discussion, and simulation of real-life situations. Furthermore, this media has been shown to increase student motivation, participation, and creativity in the learning process, while simultaneously transforming classroom dynamics to be more interactive and student-centered. This study contributes to the field of digital character education by demonstrating that the integration of digital role-play, the TikTok platform, and the ADDIE development model provides an innovative and practical framework for fostering students' character value internalization through interactive and contextual learning experiences.

However, this study has several limitations that should be acknowledged. First, the study's scope is limited to one school and one class (grade IV at SDI Islam Nurul Yasin), so generalizing the results to a wider population requires caution. Second, this study relies heavily on the availability of technology access (smartphones and internet connections) and the initial digital literacy levels of students and teachers, which may not be evenly distributed across all regions. Third, the relatively short duration of the study did not allow for measuring the long-term impact of the internalization of these character values on student behavior outside the school environment. Therefore, future research is recommended to use a quasi-experimental design with a control group to more rigorously measure effectiveness, expand the sample size to various levels and school locations, and integrate longitudinal evaluation methods to monitor character value retention over a longer period.

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