The Relationship between TikTok and YouTube Use and Teaching Creativity of Economics Teachers in Pontianak City, Indonesia

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Abstract
The rise of video-based social media, particularly TikTok and YouTube, has opened new avenues for teachers to enhance their instructional creativity, yet empirical evidence within secondary-level economics education remains limited. This study examined the relationship between TikTok application use and YouTube learning media, and the teaching creativity of economics teachers in senior high schools across Pontianak City, both partially and simultaneously. A quantitative correlational survey design was employed. Data were collected through an online five-point Likert questionnaire from 423 students (214 female, 209 male) across seven senior high schools in Pontianak, capturing their perceptions of teachers' TikTok and YouTube use and teaching creativity. Data were analyzed using item validity and Cronbach's Alpha reliability testing, classical assumption tests, and multiple linear regression with heteroscedasticity-consistent (HC3) robust standard errors. Results indicated that TikTok use significantly and positively predicted teacher creativity (B = 0.332, p <.001), as did YouTube media use (B = 0.291, p < .001). Jointly, both variables explained 31.6% of the variance in teacher creativity (R2 = .316; F (2,420) = 30.33, p <.001). However, a pronounced ceiling effect in perception scores resulted in reliability coefficients below conventional thresholds (alpha = .49-.59), warranting cautious interpretation; the cross-sectional, correlational design also means these associations should not be read as causal effects. This study contributes empirically to the Technological Pedagogical Content Knowledge (TPACK) literature by demonstrating that short-form and long-form video platforms complement, rather than substitute, one another in fostering teachers' pedagogical creativity in the digital era.

1. Introduction

Digital transformation has reshaped the learning landscape at all levels of education, including senior high school. Teachers are required not only to master subject content but also to package instruction in ways that are innovative and relevant to the characteristics of digital-native learners (Prensky, 2001). The Technological Pedagogical Content Knowledge (TPACK) perspective asserts that the impact of technology on learning is optimal only when it is combined with appropriate pedagogical strategies, in which teacher creativity becomes a decisive factor in the success of such integration. Within this landscape, video-based social media platforms such as TikTok and YouTube are increasingly utilized as instructional aids because of their proximity to the daily lives of digital-native students (Bennett & Maton, 2010), and short-video platforms in particular have opened new avenues for teachers' creative pedagogical self-expression (Vizcaíno-Verdú & Abidin, 2023).

Creativity in the teaching context refers to teachers' ability to design, develop, and implement innovative learning strategies according to students' needs (Cremin & Chappell, 2021). Torrance (1981) views creativity as a process of sensing gaps in problems, formulating hypotheses, and testing solutions. Gruszka and Tang (2017) operationalize this construct into four dimensions: Person (creative personal characteristics such as curiosity and risk-taking), Process (stages of creative thinking from problem identification to innovative solutions), Press (environmental support that enables experimentation), and Product (tangible outputs in the form of new methods, media, or learning strategies). This 4P framework serves as the basis for operationalizing the teacher-creativity variable in the present study because it captures creativity as both a process and a product, not merely an innate individual talent.

Within the broader category of video-based media, TikTok and YouTube occupy complementary positions. TikTok, a short-video platform driven by a personalization algorithm (Omar & Dequan, 2020), offers teachers a

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space to condense abstract concepts into brief, dense, and engaging content, whereas YouTube excels at presenting deeper and more structured conceptual explanations through long-form videos (Kurniawan et al., 2024). Both platforms are widely adopted by students and are increasingly positioned by teachers as instructional aids that sit alongside, rather than replace, conventional classroom media (Trabelsi et al., 2022).

Research on each platform separately has grown substantially. In education, TikTok enables teachers to package economics concepts such as inflation or supply and demand through concise visual analogies, animations, or interactive scenarios (Nguyen & Diederich, 2023; Waliaula et al. (2025) identify four dimensions of TikTok use relevant to learning: ease of use, creation tools, interactivity, and trends and community. Conde-Caballero et al. (2024) show that TikTok-based microlearning increases engagement and conceptual understanding in higher education, while Ulla et al. (2024) find that teachers' engagement with TikTok shapes their creative expression and digital professional identity; related work links TikTok use to teachers' professional identity and creative expression more broadly (Sanchez-Lopez et al., 2023). A recent systematic review confirms that TikTok has been successfully applied across multiple disciplines to support subject-specific learning outcomes (Yang et al., 2025), and TikTok-based content has likewise been shown to promote students' learning activity and interest (Sari et al., 2022).

On the YouTube side, Oktaviana et al. (2023) identify five indicators of YouTube use in learning: ease of access to material, attractiveness and learning interest, more visual explanation of material, student response to the media, and effectiveness of the learning process. YouTube influenced the creativity of economics undergraduates (Siboro et al., 2024) and teachers' digital competence (Basgall et al., 2023), while a systematic review of video-based instruction confirms that well-designed video content consistently improves learning outcomes (Noetel et al., 2021). YouTube also positions teachers as creative content producers rather than passive media consumers (Zavyalova & Galvin, 2022), supports problem-solving-based learning (Kurniawan et al., 2024), and underpins informal digital learning that shapes teachers' creative classroom instruction (Mulyono et al., 2024).

Despite this expanding body of work, three limitations in the existing literature motivate the present study. First, most previous studies tested the effect of TikTok or YouTube in isolation, so the simultaneous relationship and the potential complementarity between the two platforms with respect to teacher creativity have rarely been examined empirically through a multiple regression model. Second, research on the use of video-based social media in economics instruction at the senior high school level, which demands the ability to bridge abstract concepts with real-life applications, remains limited, particularly in Pontianak City, West Kalimantan, Indonesia, a region that is relatively under-researched compared with Java. The study by Jamilia et al. (2022) in Pontianak, for instance, addressed only the use of YouTube in history learning without quantitatively measuring its relationship with the creativity of teachers of other subjects. Third, most instruments used in this literature have not been validated together within a single, integrated multi-platform design in the Indonesian secondary-education context.

Taken together, these limitations point to a clear research gap: the absence of empirical evidence on how TikTok and YouTube use relate, both individually and jointly, to the teaching creativity of economics teachers in Indonesian senior high schools. Addressing this gap, the conceptual framework of this study positions TikTok use (X1) and YouTube media use (X2) as independent variables associated with the creativity of economics teachers (Y), both partially and simultaneously. Accordingly, this study aims to: (1) examine the relationship between TikTok application use and the teaching creativity of economics teachers in senior high schools across Pontianak City; (2) examine the relationship between YouTube media use and the teaching creativity of economics teachers; and (3) examine the simultaneous relationship of both variables with economics teachers' creativity. Three hypotheses are proposed: H1, TikTok application use is significantly related to economics teachers' creativity; H2, YouTube media use is significantly related to economics teachers' creativity; and H3, TikTok application use and YouTube media use are simultaneously and significantly related to economics teachers' creativity. The study is expected to contribute theoretically to the TPACK literature in secondary economics education and practically to teachers and schools in designing policies for integrating social media into instructional strategies.

2. Method

This study employed a quantitative approach with a correlational survey design (multiple linear regression) to examine the relationship between two independent variables, TikTok application use (X1) and YouTube media use (X2), and one dependent variable, namely the teaching creativity of economics teachers (Y), as perceived by students.

The population comprised all senior high school students in Pontianak City who had participated in economics learning involving teachers' use of TikTok and/or YouTube. An online questionnaire was distributed with the assistance of the Economics Subject-Teacher Working Group of Pontianak City to seven senior high schools (four public and three private/faith-based schools), using purposive sampling with the criterion that

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respondents had received TikTok/YouTube-based economics instruction. After data cleaning, 423 valid respondents were obtained (214 female [50.6%], 209 male [49.4%]), far exceeding the minimum target based on the Slovin formula (n = 155) planned at the proposal stage. A total of 409 respondents (96.7%) reported having participated in economics learning using TikTok and 417 respondents (98.6%) using YouTube, indicating a high level of exposure to both media. It should be noted that the actual sampling coverage (seven schools) was broader than the initial proposal design, which limited the population to one senior high school (name withheld for institutional confidentiality) with proportionate stratified random sampling. This expansion improved the representativeness of economics teachers across Pontianak City but changed the sampling nature from stratified random to purposive/voluntary response through questionnaire-link distribution; this difference is disclosed explicitly as a methodological limitation.

Data were collected using a closed five-point Likert-scale questionnaire (1 = strongly disagree to 5 = strongly agree) consisting of three parts, as summarized in Table 1. Before further analysis, item validity was tested using corrected item-total correlations against the critical r-value (df = 421, alpha = 5%, r-table = 0.095) and reliability was estimated with Cronbach's Alpha.

Table 1. Research Instrument Grid

Variable	Adapted from	Dimensions/Indicators	Items
TikTok app use (X1)	Waliaula et al. (2025)	Ease of use; creation tools; interactivity; trends and community	20
YouTube media use (X2)	Oktaviana et al. (2023)	Ease of access; attractiveness; visualization; student response; learning effectiveness	20
Economics teacher creativity (Y)	Gruszka & Tang (2017), 4P framework	Person; Process; Press; Product	20

Data analysis was conducted in stages using Python (SciPy, Statsmodels), comprising: (1) instrument testing (item validity and Cronbach's Alpha reliability); (2) classical assumption tests covering residual normality (Kolmogorov-Smirnov), linearity (deviation-from-linearity test), multicollinearity (Tolerance and Variance Inflation Factor/VIF), and heteroscedasticity (Breusch-Pagan test); (3) multiple linear regression with heteroscedasticity-consistent (HC3) robust standard errors in response to the detected heteroscedasticity; and (4) hypothesis testing through partial tests (t-test), a simultaneous test (F-test), and the coefficient of determination (R2 and Adjusted R2).

3. Results and Discussion

3.1. Results

3.1.1. Respondent Characteristics and Descriptive Statistics

Respondents were 423 students spread across seven senior high schools in Pontianak City, comprising 214 females (50.6%) and 209 males (49.4%). Most respondents (96.7%) reported having participated in TikTok-based economics learning and 98.6% in YouTube-based learning, with daily access intensity varying from less than one hour to more than four hours per day. Table 2 presents the descriptive statistics of the research variables.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Mean	SD	Min	Max	Skewness
TikTok app use (X1)	423	4.35	0.257	2.85	4.90	-2.31
YouTube media use (X2)	423	4.34	0.264	3.00	4.84	-2.18
Economics teacher creativity (Y)	423	4.34	0.255	2.94	4.82	-1.88

The mean scores of all three variables were in the high category (approaching 4.3 out of a maximum of 5), with strongly negative skewness values (-1.88 to -2.31), indicating a concentration of responses in the “agree” and “strongly agree” categories (ceiling effect). This finding is consistent with the high proportion of students reporting exposure to both platforms, but it also indicates limited discriminant power of the instruments, which is discussed further in Sections 3.1.2 and 3.4.

3.1.2. Instrument Validity and Reliability

Item validity testing using corrected item-total correlations showed that all 20 TikTok items were valid (r-count > r-table = 0.095), whereas one item of the YouTube variable was invalid (item 1, ease-of-access dimension, r = 0.041) and three items of the teacher-creativity variable were invalid (r = 0.072-0.090). These

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items were removed from the composite scores before subsequent analyses. The results are summarized in Table 3.

Table 3. Results of Instrument Validity and Reliability Testing

Variable	Initial Items	Items Dropped	Final Items	Cronbach's Alpha
TikTok app use (X1)	20	0	20	0.591
YouTube media use (X2)	20	1	19	0.573
Economics teacher creativity (Y)	20	3	17	0.494

Although invalid items were removed, the Cronbach's Alpha values of the three instruments remained below the commonly applied threshold of 0.60 (Hair et al., 2019; Taber, 2018). Further analysis indicated that this low reliability stemmed from the very narrow response variance (ceiling effect) shown in Table 2, rather than from item-construction errors alone. This finding is reported transparently as a limitation of the study, in line with the principle of scientific prudence.

3.1.3. Classical Assumption Tests

The normality test on the regression residuals using the Kolmogorov-Smirnov test yielded $p = 0.401$ ($p > 0.05$), so the residual-normality assumption was satisfied. The multicollinearity test showed Tolerance and VIF values of 1.463 for both independent variables (VIF < 10), indicating no multicollinearity; the correlation between X1 and X2 was moderate ($r = 0.563$), showing that the two variables are related yet empirically distinct constructs.

Conversely, two other assumptions were violated. The deviation-from-linearity test produced $p < 0.001$ for both paths (X1 to Y and X2 to Y), statistically indicating a departure from perfect linearity, although the proportion of between-group variation explained by the linear model remained substantial (58.5% for X1 and 56.8% for X2), suggesting that the relationships remain practically close to linear. The Breusch-Pagan test was also significant ($p < 0.001$), indicating non-homogeneous residual variance across predicted values. To address this violation, the regression model was re-estimated using heteroscedasticity-consistent (HC3) robust standard errors, so that the regression coefficients remain unbiased while statistical inference (p-values and confidence intervals) remains valid despite the violated homoscedasticity assumption.

3.1.4. Multiple Linear Regression

The resulting regression equation is $Y = 1.641 + 0.332X1 + 0.291X2$. The constant of 1.641 indicates the baseline level of economics teachers' creativity in the absence of TikTok and YouTube use (see Table 4). The X1 coefficient of 0.332 means that each one-unit increase in TikTok use is associated with a 0.332-unit increase in teacher creativity, holding X2 constant; likewise, the X2 coefficient of 0.291 indicates the positive association of YouTube media use with teacher creativity. Because the design is cross-sectional and correlational, these coefficients describe statistical association and predictive strength rather than a demonstrated causal effect.

Table 4. Results of Multiple Linear Regression (HC3 Robust Standard Errors)

Variable	Coefficient (B)	Robust Std. Error	t/z	Sig.
Constant	1.641	0.357	4.590	0.000
TikTok app use (X1)	0.332	0.054	6.193	0.000
YouTube media use (X2)	0.291	0.061	4.738	0.000

3.1.5. Hypothesis Testing

The partial test (t-test) with a t-table value of 1.966 (df = 420, alpha = 5%) showed that the t-counts for X1 (6.193) and X2 (4.738) both exceeded the t-table value, with significance $p < .001$. Thus, H01 and H02 were rejected and Ha1 and Ha2 accepted: TikTok application use and YouTube media use are each significantly and positively related to economics teachers' creativity. The simultaneous test (F-test) produced an F-count of 30.33 (non-robust F = 107.4 in the uncorrected model), far exceeding the F-table value of 3.02 (df1 = 2, df2 = 420, alpha = 5%), with $p < .001$; H03 was therefore rejected and Ha3 accepted. The coefficient of determination ($R2 = 0.316$; Adjusted $R2 = 0.312$) indicates that 31.2-31.6% of the variation in economics teachers' creativity is statistically explained by the combination of TikTok and YouTube use, while the remainder (68.4-68.8%) is explained by factors outside the model, such as teachers' digital competence, school support, intrinsic motivation, or teaching experience (Basgall et al., 2023; Mulyono et al., 2024).

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3.2. Discussion

3.2.1. Empirical Findings

Three empirical findings emerge directly from the statistical tests reported above. First, TikTok application use was significantly and positively related to economics teachers' creativity (H1 accepted; B = 0.332, p < .001). Second, YouTube media use showed a comparable, significant, positive relationship with teacher creativity (H2 accepted; B = 0.291, p < .001). Third, the two variables jointly explained 31.6% of the variance in teacher creativity (R2 = .316; Adjusted R2 = .312; F(2,420) = 30.33, p < .001), with a moderate but non-collinear correlation between the two predictors (r = .563; VIF = 1.463). A fourth empirical observation, reported in Section 3.1.1-3.1.2, is that all three research variables showed a pronounced ceiling effect (means near 4.3 of 5; skewness -1.88 to -2.31), which coincided with Cronbach's Alpha values below the conventional 0.60 threshold (.49-.59).

3.2.2. Interpretation

These empirical patterns are consistent with, and extend, several strands of prior work. The significant relationship between TikTok use and teacher creativity aligns with findings that teachers' engagement with short-video platforms is associated with new ways of communicating instructional material (Ulla et al., 2024; Sanchez-Lopez et al., 2023). Likewise, the significant relationship between YouTube use and teacher creativity is consistent with Siboro et al. (2024) on economics undergraduates and Basgall et al. (2023) on teachers' digital competence in the use of YouTube. Read together with the near-equal regression coefficients (B TikTok = 0.332 vs. B YouTube = 0.291) and the moderate, non-collinear correlation between the two predictors, the pattern is consistent with the TPACK proposition that technology integration is effective when platform characteristics are matched to specific pedagogical purposes, rather than depending on the dominance of a single platform; on this reading, TikTok and YouTube function as complements rather than substitutes in the present sample.

The Adjusted R2 of .312 should also be interpreted proportionally: although statistically significant, the two social-media variables account for only about one-third of the variance in teacher creativity. This is consistent with the view that teacher creativity is a multifactorial construct also shaped by achievement motivation, information literacy, and school environmental support (the Press dimension of the 4P framework), as well as teachers' own personal characteristics (the Person dimension) - factors outside the scope of the present model (Mulyono et al., 2024), consistent with evidence that teachers' personal value beliefs and TPACK jointly, rather than singly, predict their instructional practice (Cheng & Xie, 2018).

The ceiling effect observed across all three variables carries a direct methodological interpretation: perception scores concentrated at the high end, with narrow variance, is a plausible explanation for the below-threshold reliability coefficients, even though the large sample size (N = 423) and the use of robust standard errors preserved statistical significance in the regression tests. A ceiling effect of this kind is a documented feature of research on students' perceptions of their teachers, a context that is susceptible to social desirability bias, in which students tend to rate their teachers positively (see Section 3.3 for the implications of this pattern for interpreting the present results).

3.2.3. Theoretical Speculation

Beyond what the data can directly support, one plausible - but untested - account of how the two platforms might function differently in practice can be offered as a hypothesis for future research. It is conceivable that teachers use TikTok to spark interest and introduce concepts concisely (aligning with the Process and Product dimensions of the 4P framework), while reserving YouTube for deeper concept exploration and more comprehensive evaluation of student understanding. This division of pedagogical labor was not measured in the present cross-sectional design - the survey captured overall use and creativity levels, not platform-specific instructional functions - and should therefore be treated as a theoretical proposition to be examined directly in future studies (for example, through classroom observation or content analysis of teachers' TikTok and YouTube materials), rather than as a finding of this study.

3.3. Implications

The findings imply that short-form and long-form video platforms play complementary pedagogical roles and should be integrated deliberately rather than treated as interchangeable. For economics teachers, TikTok can be positioned to spark interest and introduce concepts concisely, while YouTube supports deeper exploration and evaluation - though, as noted in Section 3.2.3, this specific division of roles remains a proposition for future testing rather than a demonstrated finding. For schools and the Economics Subject-Teacher Working Group, the results underscore the need for digital-literacy training and educational video-content production programs to strengthen teachers' competence on both platforms. Theoretically, the study extends the TPACK literature by providing empirical evidence from secondary economics education in western Indonesia that platform-pedagogy fit, rather than single-platform dominance, is associated with the contribution of social media to teachers' pedagogical creativity.

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3.4. Limitations

This study has several limitations that must be disclosed openly. First, the reliability of the three instruments (Cronbach's Alpha = 0.49-0.59) fell below the conventional threshold of 0.60 owing to the ceiling effect in the response distribution, so the results should be replicated using instruments with higher item discrimination or a more differentiated response scale (e.g., 7- or 10-point scales). Second, teacher creativity was measured through students' perceptions rather than direct observation or expert/peer assessment, making it susceptible to social desirability bias. Third, the design was cross-sectional and correlational, so causal relationships between social media use and teacher creativity cannot be inferred; all statements of "effect" or "influence" in this paper refer to statistical association and predictive strength, not demonstrated causation. Fourth, sampling employed a purposive/voluntary-response technique through an online questionnaire distributed across seven schools, differing from the proportionate stratified random sampling of a single school planned at the proposal stage; generalization to economics teachers beyond Pontianak City should therefore be made cautiously. Future research is advised to: (1) use longitudinal or experimental designs to strengthen causal claims; (2) add more objective measures of teacher creativity (e.g., content-portfolio assessment or classroom observation); (3) test mediating or moderating variables such as teachers' digital competence, school support, or achievement motivation; and (4) replicate the study in other subjects and regions of Indonesia to test the generalizability of the findings.

4. Conclusion

This study concludes that TikTok application use and YouTube media use are each significantly and positively related to the teaching creativity of economics teachers in senior high schools across Pontianak City, both partially and simultaneously. The two platforms jointly explain approximately 31.6% of the variance in teacher creativity, with relatively balanced contributions between TikTok (short and interactive format) and YouTube (in-depth and structured format), a pattern consistent with the perspective that the two are complementary within the TPACK framework. Given the ceiling effect, the below-threshold instrument reliability, and the cross-sectional design, the findings should be interpreted as associations rather than causal effects and should be replicated with more discriminating instruments and stronger research designs.

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All authors contributed equally to this paper. All authors have read and approved the final manuscript.

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Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

During the preparation of this manuscript, the authors used AI-assisted tools to improve the language, formatting, and readability of the text. The authors reviewed and edited the content as needed and take full responsibility for the content of this publication.

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