

DAFTAR PUSTAKA

- Abidin, C. (2021). Mapping internet celebrity on TikTok: Exploring attention economies and visibility labour. *Cultural Science*, 12(1), 77–103.
- Bamberg, M., & Andrews, M. (2004). *Considering Counter-Narratives: Narrating, Resisting, Making Sense*. John Benjamins Publishing
- Basch, C. H., et. all (2022). Public health communication in TikTok: A content analysis of COVID-19 information videos. *Journal of Community Health*, 47(2), 366–371.
- Baym, N. K. (2015). *Personal Connections in the Digital Age* (2nd ed.). Polity Press.
- Buckingham, D., & Scanlon, M. (2005). *Education, Entertainment and Learning in the Home*. Open University Press.
- Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
- Carpentier, N. (2011). *Media and Participation: A Site of Ideological-Democratic Struggle*. Intellect.
- Chou, W.-Y. S., Gaysynsky, A., & Vanderpool, R. C. (2018). The COVID-19 Misinfodemic: Moving Beyond Fact-Checking. *Health Education & Behavior*, 45(5), 671–675.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Dwi, F. Karmana. (2020). Analisis Resepsi Followers Akun Instagram @dr.tirta Mengenai Informasi Vaksin Covid-19 di Indonesia. S1 thesis, Universitas Mercu Buana Jakarta.
- Feehan, B. (2024). 2024 Tiktok Brenchmark Report. *Rivaliq.com*. diakses pada 1 April melalui <https://www.rivaliq.com/blog/tiktok-benchmark-report/>
- Fuchs, C. (2017). *Social media: A critical introduction* (2nd ed.). SAGE.
- Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41(1), 6–30.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251.
- Livingstone, S. (1998). *Making sense of television: The psychology of audience interpretation* (2nd ed.). Routledge.

- Livingstone, S. (2004). The challenge of changing audiences: Or, what is the audience researcher to do in the age of the internet? *European Journal of Communication*, 19(1), 75–86.
- Livingstone, S. (2007). On the material and the symbolic: Learning from children about media, meaning and agency. In D. Buckingham (Ed.), *Youth, identity and digital media* (pp. 263–278). MIT Press
- Livingstone, S., & Das, R. (2009). The end of audiences? Theoretical echoes of reception amidst the uncertainties of use. University of Westminster.
- Livingstone, S. (2013). The participation paradigm in audience research. *The Communication Review*, 16(1–2), 21–30.
- Manca, S., & Ranieri, M. (2016). Facebook and the others. Potentials and obstacles of Social Media for teaching in higher education. *Computers & Education*, 95, 216–230.
- Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
- McClain, C., Rainie, L., & Bell, P. (2023, June 7). Life on social media platforms, in users' own words. Pew Research Center.
- McKinsey & Company. (2023). The influence of Gen Z: Social media and the new health trust.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Montag, C., Lachmann, B., Herrlich, M., & Zweig, K. (2021). Digital media usage in adolescence: Potential pitfalls and recommendations. *Nature Human Behaviour*, 5(2), 132–145.
- Neuman, W. Lawrence. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Pearson.
- Nielsen Norman Group. (2006). Participation Inequality: Encouraging More Users to Contribute.
- Papacharissi, Z. (2014). *Affective Publics: Sentiment, Technology, and Politics*. Oxford University Press.
- Redecker, C., et.all. (2011). *Learning 2.0: The use of social computing to enhance lifelong learning*. Luxembourg: Publications Office of the European Union.
- Statista. (2023). Number of TikTok users worldwide from 2018 to 2023. <https://www.statista.com/statistics/1100836/tiktok-global-users/>
- Statista. (2025). Number of TikTok users worldwide as of February 2025, by country.
- Singhal, A., & Rogers, E. M. (1999). *Entertainment-education: A communication strategy for social change*. Routledge.
- Socialinsider. (2024). TikTok vs. Reels vs. Shorts: Which short-form video platform wins on engagement?. Socialinsider.
- Socialinsider. (2025). Education industry social media benchmarks. Socialinsider.

- Turner, A. (2015). Generation Z: Technology and social interest. *The Journal of Individual Psychology*, 71(2), 103–113.
- Vizcaíno-Verdú, A., & Abidin, C. (2023). TeachTok: Teachers of TikTok, micro-celebrification, and fun learning communities. *Teaching and Teacher Education*, 123, 103978.
- Walidin, W., Saifullah, & Tabrani. (2015). *Metodologi penelitian kualitatif & grounded theory*. FTK Ar-Raniry Press.
- Wardle, C., & Derakhshan, H. (2017). *Information disorder: Toward an interdisciplinary framework for research and policymaking*. Council of Europe.
- We Are Social & Hootsuite. (2023). *Digital 2023: Indonesia*. Diakses dari: <https://datareportal.com/reports/digital-2023-indonesia>
- Zhang, S., & Zhao, X. (2019). The rise of TikTok: Exploring the dynamics of short-video platforms. *Journal of Digital Media & Interaction*, 2(4), 56–72. <https://doi.org/10.4018/JDMI.201904>
- Zhu, C., et, all. (2021). How health communication via TikTok makes a difference: A content analysis of TikTok accounts run by Chinese provincial health committees. *International Journal of Environmental Research and Public Health*, 18(6), 2979.