

***TikTok* as Indonesian Language Learning Media at SMK Ma'arif NU 1 Cilongok**

Rarasati Widyaningrum

{ra2smultimedia@gmail.com}

SMK Ma'arif NU 1 Cilongok, Indonesia

Jl. Masjid, Kauman, Dukuhkluih, Cilongok, Cilongok District, Banyumas Regency, Central Java, Indonesia

Abstract: This study aims to explore the use of *TikTok* as a medium for learning Indonesian. This research is included in descriptive-qualitative research with case study method. This study uses a qualitative design with a case study approach. The case study approach allows researchers to develop an in-depth analysis of a case. The basis for using this approach is because the researcher wants to focus on a case in one school. The research data sources are 5 students of class XI at SMK Ma'arif NU 1 Cilongok. Meanwhile, the data collection technique consisted of participatory observation and observation through communication on WhatsApp, interviews, and documentation from December 2021-January 2022. Furthermore, the data from these observations and interviews were reduced to several important notes by using holistic coding. The results of this study indicate that the use of *TikTok* as a medium for learning Indonesian at SMK Ma'arif NU 1 Cilongok can convey subject matter through moving images in the form of a video of the teacher's display with a written background material and supported by an interesting background sound. Indonesian language learning activities also take place more meaningful and fun. In addition, the use of *TikTok* in learning Indonesian is also in line with experiential learning, namely understanding experience: *TikTok* abstract concepts) and changing experiences: active experimentation with reflective observation (determining the suitability of the video, content, and background music).

Keywords : TikTok, Learning Media, Indonesian Language, SMK.

INTRODUCTION

The main obstacle for teachers in implementing the 2013 Curriculum is the limitations on internet-based and multimedia-based supporting media (W N Aji and Budiyo 2018). Along with the development of the times, the internet is an indispensable facility. The use of the internet as a medium in learning can be chosen by the teacher to make learning more interesting and efficient, so that students can understand learning well (Wisnu Nugroho Aji 2018).

To improve the quality of education, the role of professional teachers is needed to educate the nation's life. Government Regulation Number 17 of 2010 Articles 48 and 59 which hints at the development of an information and technology-based educational information system. With a good education system, it will be able to increase Indonesia's competitiveness through the creation of good human resources (Sulisworo 2016).

TikTok is a social networking app and music video platform from China that was launched in September 2016. The app is used by its users to create their own short music videos. Throughout

the first quarter (Q1) 2018, TikTok *became* the most downloaded application with 45.8 million times. That number beats other popular applications, such as YouTube, WhatsApp, Facebook, and Instagram (Bohang 2018).

The various features found in the *TikTok application* are very possible to be designed as a medium for learning Indonesian which includes four skills. Four core skills in learning Indonesian, including listening, speaking, reading, and writing are integrated into each other (Khair 2018). In speaking skills, for example, students can use the voice recording feature on the *TikTok application* and then communicate it through social networks. Based on the premise above, it can be generalized that the *TikTok application* is closely related to school- age children or what we are more familiar with the millennial generation (generation Z). It is suspected that the *TikTok application* is an interesting and interactive matter for students.

The use of *TikTok* in the realm of formal education is in line with learning to use multimedia, in particular to increase the satisfaction of lesson content and student achievement in a multimodal learning environment (Bechtold 2020). This can confirm that the use of the *TikTok application* for learning can improve student achievement or learning outcomes because it can create a sense of comfort and enthusiasm while learning. In principle, learning using multimedia is based on the concept that the learning process is more meaningful and easy to understand if it can build a relationship between audio and visual mental models together (Mayer E 2019). That is, the use of *TikTok* can connect students' audio and visual mental models through the video content of the subject matter created in the application.

The relationship between audio and visual mental models and fun learning is also closely related to the concept of experiential learning, also known as experiential learning. Experiential learning developed by Kolb describes two ways to understand experience and two ways to change experience, namely: abstract conceptualization and concrete experience (understanding experience) as well as active experimentation and reflective observation (changing experience) (Kolb 1984). These four ways of learning are often described as cycles and concrete experiences when learning can provide information that forms the basis for students' reflection on the material received. Based on the background and expert opinion above, this study examines the use of *TikTok* as a medium for learning Indonesian at SMK Ma'arif NU 1 Cilogok.

RESEARCH METHOD

This study uses a qualitative design with a case study approach. The case study approach allows researchers to develop an in-depth analysis of a case (Creswell 2010). The basis for using this approach is because the researcher wants to focus on a case in one school. The research data sources are 5 students of class XI at SMK Ma'arif NU 1 Cilogok. Meanwhile, the data collection technique consisted of participatory observation and observation through communication on WhatsApp, interviews, and documentation from December 2021-January 2022. Furthermore, the data from these observations and interviews were reduced to several important notes by using holistic coding (determination, code and analysis). coding, taking notes, and drawing conclusions) (Milles, M. B., Huberman, A.M., & Saldana 2014).

RESULT AND ANALYSIS

The results present research data and research findings that need to be explained scientifically including: *what, why, how* and supported by adequate scientific phenomena and there are comparisons with research results/findings of other relevant researchers. For articles from the results of the study, the chapter after the method is the result that contains solutions or ideas from problems that have future contributions/insights and are discussed scientifically.

1. TikTok as an Indonesian Language Learning Media

The various features found in the *TikTok application* are very possible to be designed as a medium for learning Indonesian which includes four skills. There are four core skills in learning Indonesian, including listening, speaking, reading, and writing.

First, Listening Skills. According to Arono in (Loren 2017) *“That interactive multimedia is an effective learning medium for improving critical listening skills for students. Learning media as one component in learning plays an important role for learning and can take place in accordance with the purpose of learning.”* Starting from this opinion, it can be seen that audio-visual learning media is needed to be able to support listening skills learning. In accordance with the characters and features offered, the *TikTok application* can accommodate these audio-visual needs. Even with the duet feature, it can provide cooperative listening learning.

Second, Speaking Skills. Speaking is the skill of pronouncing articulation sounds or words that express, state or convey intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood (Wahyuni Oktavia and Kunci 2015). The process of conveying ideas, ideas, or intentions by speaking to each individual is different. Therefore, learning media must be designed appropriately in order to improve students' overall speaking skills. The *TikTok* application gives its users the ease and flexibility to insert background sounds into the application. Based on these features, the *TikTok Application* and processes words that express, state or convey intentions, ideas, ideas, thoughts, and feelings that are compiled and developed according to the needs of the listener.

An example of its use is in the basic competence of retelling the contents of a narrative text. First, the teacher gives a narrative text to be observed. After that, students were asked to change the text into a conversational dialogue. The dialogues that have been made are then recorded and practiced through the duet feature provided by *TikTok*.

Third, Writing Skills. Writing skills are a person's way of expressing ideas or ideas into writing so that others can understand and understand the information contained in it (Wisnu Nugroho Aji 2016). The importance of writing skills is so important that writing skills are one of the language skills that get attention in language teaching, especially Indonesian. The quality of the process and the results of writing skills, is determined by the teacher's role as a designer of learning in the classroom. Teachers who are able to apply creative and innovative media and do not get out of the realm of the scientific approach as included in the 2013 curriculum, greatly affect the success of learning.

An example of its use is in the basic competence of promising, data, ideas, impressions in the form of descriptive text of an object. Students can take advantage of the Tik Tok application. First, the teacher gives a picture/recording of a certain object by using the record feature. After that, students are asked to write a descriptive text according to the object that has been observed. The writing is then read out and recorded with the voice recording feature, and the last one is combined so that it becomes a complete video. Then the results of the video are presented in a network and evaluated together.

Fourth, Reading Skills. Reading is a skill that must be mastered by everyone in addition to the other three language skills. *“Reading has two purposes: they are reading for enjoyment and reading to carry away information. Reading for enjoyment focuses on the lived-through experience of reading. They concentrate on the thoughts, images, feelings, and associations evoked during reading. Reading to carry away information concentrates on the public, common referents of the words and symbols in the text.”* Tomkins and Hoskisson in (Darmawan 2013). Based on the purpose of reading is divided into two, reading for recreational purposes and reading for the purpose of gathering information. This is because reading is a means to learn the other world that is desired so that humans can expand knowledge, and explore written messages in reading material. However, reading is not an easy job. Reading is a process that can be developed using techniques that are suitable for the purpose of reading (Syifak 2018).

An example of its use is in reading aloud the basic competence of reading news texts. Teachers can use the *TikTok* application as a presentation medium for students' reading practice. Students are asked to prepare a video recording of an event. Then with the voice recording feature, students are asked to read the news text according to the right technique.

2. Use of *Tik Tok* in Indonesian Language Learning at SMK Ma'arif NU 1 Cilongok

After going through the pandemic, teachers have become accustomed to using various online media to distribute subject matter to students. Some teachers use the YouTube platform, *E-learning*, Zoom, Google Meet, Google Classroom, and others. The use of online media is beneficial for teachers to create interesting and accessible learning materials for students. However, the use of varied media makes students confused about how to operate it and some media use a lot of internet quota. Therefore, most of them only use some online media while studying. Some of the other students were not interested let alone were bored of studying from home for almost a year. Meanwhile, the Indonesian teacher in Class XI SMK Ma'arif NU 1 Cilongok tried to use the *TikTok application*. The use of this application departs from the many teenagers who *love TikTok*. In addition, learning by using the *TikTok application* for students.

The *TikTok* application is an alternative and attractive medium for learning Indonesian for class XI SMK students. This application can strengthen their mental audio and visual models and learn experiential learning. As explained from the outset, the *TikTok* application can be an alternative and attractive medium for reasons of activating students' audio and visual mental models. This is understandable because *TikTok* is an application that displays moving images (video-visuals) that students can create themselves. The creation of this video itself can activate the creative ability (creativity) of students. In addition, this application also offers the possibility to display interesting sounds or music (audio). Activation of audio and visual mental models using *TikTok* in the Indonesian language learning process can produce a meaningful and easy-to-understand learning process as in the principle of multimedia learning.

They find these applications very helpful because they are easy to understand learning and very entertaining. Thus, apart from getting an easy understanding of the subject matter, through *TikTok*, students also don't get bored while studying at home. Therefore, the class XI Indonesian teacher at SMK Ma'arif NU 1 Cilongok uses the *TikTok application*. The use of the *TikTok* application by teachers to convey KD Indonesian subjects while encouraging students. *TikTok* is displayed with interesting movements by the teacher accompanied by music. The teacher's *TikTok* which contains an explanation of KD Indonesian lessons makes the teacher seem to be present among students who are studying at home. The presence of the teacher is very interesting because students are presented with an attractive display, easy to understand, entertaining, and with the application they are interested in.

If you examine Kolb's experiential learning with four ways to understand and change the experience of abstract conceptualization, concrete experience, active experimentation, and reflective observation, then the use of *TikTok* when learning Indonesian at SMK Ma'arif NU 1 Cilongok has covered these four domains. Because through *TikTok*, students can easily understand abstract concepts through concrete experiences. The abstract concept here is the subject matter delivered by the teacher (too) via *TikTok*. Next, the concrete experience is in the form of completing a task by uploading an explanatory video via *TikTok*. The activity of doing assignments in the form of videos with background music and then uploading them as a bill of assignments becomes their direct experience of the subject matter. That is, they receive material in the form of abstract concepts, which are then interpreted with direct (concrete) experience. This makes it easy for students to understand the material. This relationship can be realized in concrete form (task videos via *TikTok*).

CONCLUSION

The use of *TikTok* as a medium for learning Indonesian at SMK Ma'arif NU 1 Cilongok can convey subject matter through moving images in the form of a video of the teacher's display

with a written background material and supported by an attractive sound background. Indonesian language learning activities also take place more meaningful and fun. In addition, the use of *TikTok* in learning Indonesian is also in line with experiential learning, namely understanding experience: abstract concepts (*TikTok*) and changing experiences: active experimentation of reflective observation (determining the suitability of videos, content, and background music).

References

- Aji, W N, and S Budiyo. 2018. "The Teaching Strategy of Bahasa Indonesia in Curriculum." *International Journal of Active Learning* 58 (2): 58–64. <http://journal.unnes.ac.id/nju/index.php/ijal>.
- Aji, Wisnu Nugroho. 2016. "Peningkatan Keterampilan Menulis Teks Eksposisi Dengan Metode Inquirydiscovery Learning Dan Penggunaan Media Video Pada Siswa Kelas Vii G Smp Negeri 3 Colomadu." *Magistra* 95 (95): 34–42.
- . 2018. "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia." In *Prosiding Seminar Nasional Pertemuan Ilmiah Bahasa Dan Sastra Indonesia*, 431:431–40.
- Bechtold, Sara West. 2020. "Learning, Design, and Technology." *Learning, Design, and Technology*, 1–14. <https://doi.org/10.1007/978-3-319-17727-4>.
- Bohang, Fatimah Kartini. 2018. "Tik Tok Punya 10 Juta Pengguna Aktif Di Indonesia." *Kompas.Com*. 2018. <https://tekno.kompas.com/read/2018/07/05/09531027/tik-tok-punya-10-juta-pengguna-aktif-di-indonesia>.
- Creswell, John W. 2010. *Research Design: Qualitative, Quantitative, and Mixed Methodes Approaches*. Terj. Ahmad Fawaid. Yogyakarta: Pustaka Pelajar.
- Darmawan, Syaifudin Latif. 2013. "Promoting Students' Explicit Information Skill in Reading Comprehension Through Graphic Organizers." *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345* 2 (2): 112–19. <https://doi.org/10.24127/pj.v2i2.684>.
- E, Mayer Richard. 2019. *Multimedia Learnig 2nd Edition*. United Kingdom: Cambridge University Press.
- Khair, Ummul. 2018. "Pembelajaran Bahasa Indonesia Dan Sastra (BASASTRA) Di SD Dan MI." *AR-RIAYAH: Jurnal Pendidikan Dasar* 2 (1): 81.
- Kolb, David A. 1984. *Experiential Learning: Experience As The Source of Learning and Development*. New Jersey: Prentice-Hall.
- Loren, Fabio Testy Arianee. 2017. "The Use of Learning Media on Listening Skill in Teaching Indonesian To Speakers of Other Language (TISOL)." *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 11 (1): 1. <https://doi.org/10.24036/ld.v11i1.7625>.
- Milles, M. B., Huberman, A.M., & Saldana, J. 2014. *Qualitative Data Analysis Third Edition*. United States of America: SAGE Publications.
- Sulisworo, Dwi. 2016. "The Contribution of the Education System Quality to Improve the Nation's Competitiveness of Indonesia." *Journal of Education and Learning (EduLearn)* 10 (2): 127–38. <https://doi.org/10.11591/edulearn.v10i2.3468>.
- Syifak, M. 2018. "Penggunaan Cerita Bergambar Untuk Meningkatkan Kemampuan Membaca Nyaring Siswa Kelas II SDN Margorejo III / 405 Surabaya." *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 1 (1): 1–5.
- Wahyuni Oktavia, Safrihady, and Kata Kunci. 2015. "Inovasi Model Partisipasi Solusi (Partisol) Untuk Meningkatkan Keterampilan Berbicara Siswa." *Seminar Nasional Pendidikan Bahasa Indonesia*, 2477–2636.