

The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School

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ABSTRACT

The impact of social media platforms on pedagogical practises has been significant, leading to the emergence of novel theoretical frameworks that prioritise connected learning in order to enhance educational outcomes. The proliferation of social media platforms has significantly contributed to the popularity of short movies, which were first designed based on micro-learning concepts. The social media platform TikTok has the potential to serve as an instructional tool in the future. The purpose of this study is to describe how and why students use the TikTok application to learn dialogue text in Javanese language classes. A detailed descriptive study is what this one is. This study was done at a private middle school in Semarang, Indonesia. Observation, structured interviews, and documentation are employed to collect data for this qualitative descriptive study's design. Using the Miles and Huberman model, data analysis was conducted through the steps of data collection, data reduction, data presentation, and drawing conclusions. The findings of this study are as follows: (1) the Tiktok application makes students more familiar with the material being taught; (2) the Tiktok application receives a positive response from students; and (3) the TikTok application is an effective learning medium, effective strategies for learning Javanese.

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1. INTRODUCTION

Learning at home or via distance learning during the pandemic requires educators to be more creative in how they present educational resources to students. This is especially important for students who are unable to attend traditional classroom settings. To attain the goals that have been established for their education, it is important that students participate actively in class discussions and activities. As a result, the instructor needs to be skilled in selecting suitable resources for instruction. Students' use of various forms of media for the purpose of education is the single most critical determinant in their overall academic success. According to Apriyani (2022), learning media serves both as an intermediary tool between professors and students and as a tool that helps students' comprehension of the material that is being studied. The utilisation of cutting-edge educational media has the potential to become the primary point of interest for pupils, rendering the educational process less repetitive. As a result, the significance of learning media in the process of education cannot be divorced from the larger context of the field of education (Tafonao, 2018).

TikTok is a social media platform for music videos that was launched in China in September 2016 (Aji, 2018). According to *tekno.kompas.com*, the TikTok application 2022 ranks third in active users, with approximately 755 million users. The TikTok application could compete with Instagram, Facebook, YouTube, and WhatsApp (Bulele & Wibowo, 2020). The application can be used to generate short-duration videos. However, over time, the TikTok application has experienced a resurgence in music video production. The duration, which was once only 60 seconds, can now be extended to three minutes. TikTok has features that facilitate the creation of creative and engaging videos. TikTok is capable of serving as a medium for learning the Javanese language and literature due to the variety of features it possesses. Learning the Javanese language and literature requires four fundamental skills: writing, listening, speaking, and reading.

The positive effects of the TikTok application are that students are accustomed to using technology 4.0 during distance learning, it makes it easier for teachers to create instructional videos using TikTok's features, students become more interactive, and it serves as a school promotion tool (Herdiati, 2021). The TikTok application can be used as a learning medium to support the learning process, and students respond positively to the application. In addition, the TikTok application can help students improve their literacy (Pratiwi et al., 2021); (Rahayu, 2022). The TikTok application can be used as an interactive, engaging, and creative learning medium if the proper methods and techniques are employed (Aji & Setiyadi, 2020; Dewanta, 2010; Aji & Setiyadi, 2020; Nadiyah, 2021).

This research is related to research conducted by Herdiati (2021) in that both utilize the TikTok application as a learning medium. This study focuses on learning Javanese, whereas Herdiati's study (2021) is concerned with the field of music. In addition, Pratiwi's analysis (2021). The research conducted by Pratiwi examines the application of TikTok as a tool for teaching students to compose complex procedure texts. This study also focuses on using the TikTok application to learn Javanese dialogue texts. Moreover, this research is related to Rahayu's investigation (2022). This study focuses on instructional materials for Javanese language dialogue texts. In contrast, Rahayu's study (2022) focuses on elementary school students' use of the TikTok application as a literacy-learning tool.

Additionally, the research conducted by Aji and Setiyadi (2020) is related to this study. Regarding using the TikTok application as a learning tool, the equation is the subject of study. The difference lies in the subject matter taught. In addition, Dewanta's (2020) research focuses on the use of the TikTok application as a medium for learning Indonesian, whereas this study focuses on Javanese. Subjects vary in the following research conducted by Nadiyah in 2021. The subjects of Nadiyah's research (2021) are the Akhlak Aqidah/Aqidah Morals, whereas the subject of the current research is the Javanese language. Therefore, it can be concluded that this study differs from previous research.

The society is currently entering version 5.0. The era in which people live with advanced technology. It is impossible to separate the use of technology from the mechanism of human work, which includes learning. To realize learning in the era of Society 5.0, numerous innovations, beginning with media, methods, and learning assessments, are required. Consequently, the TikTok application

can be used as a learning tool for learning 5.0. The use of the TikTok application as a means of learning Javanese can be applied to the category of listening. In listening activities, students must listen attentively, comprehend, assimilate verbal symbols, and interpret messages conveyed orally by others (Taringan, 1990). One of the listening activities used to convey intent and purpose is listening to the dialogue text. Dialogue text is the contents of a character's conversation in a narrative that directly describes the story's circumstances. Through the TikTok application, teachers can create video content pertaining to dialogue text material with an exciting background aligned with the discussion and accompanied by Javanese music so that students can pay close attention to the discussion.

Javanese is a subject with local significance that must be taught in Central Java. Many students are disinterested in the Javanese language learning material and do not fully comprehend it. Therefore, teachers must be able to produce media that students enjoy in order to achieve learning objectives effectively. There have been preliminary observations made at junior High School. The junior high school utilizes digital technology, specifically the TikTok application, to teach the Javanese language. Junior high school students use the TikTok application to learn Javanese because it is in high demand and is well-liked by them. The application TikTok is excellent. In Indonesia, there are over 10 million TikTok users, the majority of whom are school-aged children; therefore, the TikTok application is very appealing and well-liked among young adults (Dewanta, 2020).

The results of interviews with teachers indicate that using the TikTok application as a medium for learning Javanese is sufficient for students to comprehend the learning material. Especially now that junior high school students already have cell phones, TikTok is their closest application. The utilisation of the TikTok application as an educational tool does not necessitate a substantial duration of time. Hence, Javanese language acquisition is deemed appropriate in circumstances characterised by temporal constraints. The objective of this study is to provide a description of the use of the TikTok application as a platform for learning Javanese dialogue texts at a Junior High School located in Semarang. Furthermore, TikTok might be regarded as a platform for educational purposes. When the process of acquiring knowledge takes place, it is common for pupils to exhibit a preference for supplementary material that goes beyond the information already presented. Furthermore, in cases where a substantial amount of information is being conveyed, it becomes necessary for the instructor to produce a video that is divided into multiple segments, such as parts 1, 2, 3, and so on. This is mostly due to the constraint of a maximum time limit of only 3 minutes.

2. METHODS

This study is a qualitative descriptive study. This study was conducted at the SMP Institut Indonesia Semarang because it is a school that utilizes TikTok media as a tool to support the learning process. This study involved one Javanese language instructor and forty-two students. Observation techniques, structured interviews, and documentation were used to collect data. The method of observation employed is a passive participant method. This means that researchers in this study are merely observers at the observation site and are not directly involved (Sugiyono, 2018).

In addition, the interview method employs structured interviews. Structured interviews are interviews in which the interviewer has prepared research instruments in the form of written questions (Sugiyono, 2018). One Javanese language instructor and forty-two eighth graders from SMP Institut Indonesia Semarang participated in the interview. The data validation technique uses method/technique triangulation. Method/technique triangulation, i.e., comparing data from the same source using various formats (Sugiyono, 2018). After data collection, the Miles and Huberman (1984) model for data analysis was applied: data collection, data reduction, data display, and conclusion drawing/verification (concluding/verifying data).

Table 1. Research Steps

Stage	Description
Data collection	Data is collected through observation, in-depth interviews, documentation, or a combination of the three.
Data reduction	Data reduction is done by summarizing, selecting primary and essential data, looking for themes and patterns, and focusing on and discarding unimportant data.
Data display	Data display is done by compiling the data in a brief description.
Conclusion drawing/verification	This last step is done by concluding the data that has been obtained.

3. FINDINGS AND DISCUSSION

3.1 Utilization of the Tiktok Application as a Dialogue Text Learning Media

3.1.1 Steps for Learning Dialogue Text Materials with Tiktok Media

Teachers need to have creativity to deliver the subject matter. In learning Javanese at the Institut Indonesia Junior High School Semarang, the teacher uses the Tiktok application in learning dialogue text material with the following steps.

1. The teacher prepares the lesson plan.

In the implementation of learning, preparation is needed to support the delivery of teaching and learning activities. Implementation is carried out in accordance with the plan that has been prepared previously. In the implementation of learning by utilizing Tiktok, it is necessary to plan in advance, first, namely to make a Learning Implementation Plan (RPP) with indicators of listening to the dialogue text containing the message, revealing in writing the dialogue text containing the message. While the learning model used is Discovery Learning.

2. The teacher makes a learning video containing dialogue text material in the form of screenshots of powerpoint.



Figure 1. Dialog Text Material

After making the lesson plans, the teacher prepares the dialogue text material in the form of powerpoint, screenshots it, and then it is assembled in the form of a video. In the video, the dialogue text material includes understanding the dialogue text, things to pay attention to when having a dialogue, the dialogue text framework, and uploading the Javanese language.

3. The teacher makes a video of Javanese dialogue text creation using animation.



Figure 3. Animation Video

In addition to learning videos in the form of screenshots of PowerPoint, the teacher also creates Java-language dialogue text creations using animation. It is intended that students do not get bored when learning takes place.

4. The teacher gives examples of dialogue texts so that students understand the language used in Javanese dialogues better.

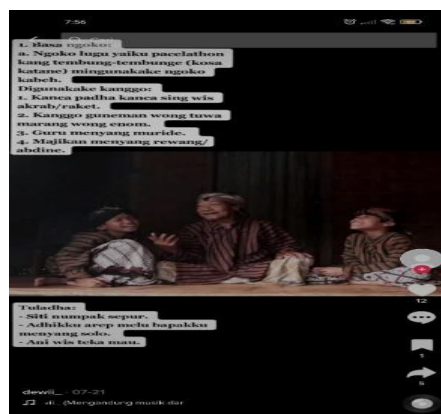


Figure 4. Dialogue Text Example

Many students do not understand and understand the language used in Javanese dialogue. Therefore, the teacher provides examples of dialogue texts so that students understand the language used in Javanese conversation. The example used in the dialogue is the dialogue between Nila and Ibu Nuri. The content is that Nila was sent by her mother to convey the invitation (arrangement) for her sister's application to Mrs. Nuri.

5. The teacher uploads a learning video to TikTok by using features in the form of text-to-speech and adding background songs or music.

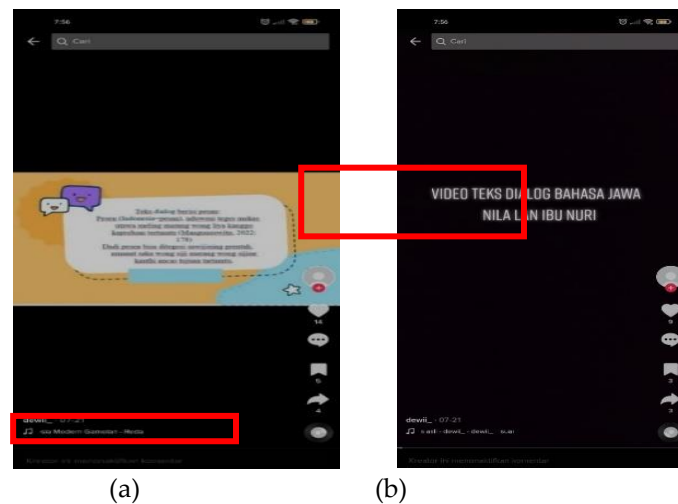


Figure 5. (a) music features, (b) text-to-speech features

To avoid students' boredom, in videos using the point-to-point application, the teacher provides text-to-speech features and songs with Javanese nuances in the videos that have been made. After that, the learning video is uploaded to the TikTok account.

6. The teacher shares the video link/link that has been uploaded to the TikTok account via the class WhatsApp Group. After the creation and upload is complete, the teacher shares the video link/link to students via the class WhatsApp Group. Then the teacher starts the lesson.
7. Students watch the video. Students listen to videos that the teacher has given through their respective cell phones.
8. The teacher explains the material that the students have not understood
The teacher explains the material using the lecture method. The material that students did not understand was the use of Javanese language uploads against the interlocutor. There is also interaction between students and teachers. Some students asked about the material.
9. Students form groups
After explaining the material that has not been understood, the teacher gives directions to the students to form groups. Each group consists of 2-3 students. After that, to see students' understanding of the material that has been delivered using the TikTok application, the teacher gives assignments to students. The task given is in the form of questions about the dialogue text that has been listened to. Then, students work on assignments according to the worksheet with the guidance of the teacher.
10. Teachers provide guidance and supervision of
The teacher provides guidance and supervision in carrying out assignments. This is so that students do not find it difficult to do assignments so that learning can run according to the learning objectives.
11. The teacher, together with the students, reflects on the process of learning outcomes.
After the students do the assignment, the teacher and the students reflect on the learning process. It aims to assess and understand how students respond to the teacher's learning process and delivery of material on dialogue text material using the TikTok application.

3.1.2 Learning Outcomes of Learning Dialogue Text Materials with Tiktok Media

The use of the TikTok application as a learning medium, one of which is dialogue text material, can be used to improve students' listening skills. Listening is an activity of understanding, digesting words verbally, and deciphering messages that are deliberately listened to in a conversation. The results of the activity of listening to the dialogue text by using the Tiktok application, students can understand the contents of the dialogue.

After the assessment is carried out, the student learning outcomes are as follows:

Table 2. Frequency of Student Learning Outcomes in Understanding Dialogue Text

Score	Frequency	%
60	2	5%
65	3	7%
70	5	12%
75	12	29%
80	14	33%
85	4	10%
90	1	2%
95	0	0%
100	1	2%

Based on the data above, the results obtained by students' scores in understanding Javanese dialogue texts. Specifically, 5% of students get a score of 60. 7% of students get a score of 65. 12% of students get a score of 70. 29% of students get a score of 75. 33% of students get a score of 80. 10% of students get a score of 85, and 2% of students get a value of 90 and 100. From the data above, it can be concluded that the scores achieved by students are very varied and quite good. Therefore, the TikTok application can be used as an effective learning medium.

The TikTok application can be used as an interesting and fun learning medium with a variety of features that are easy to use and understand (Aji, 2018). The use of the TikTok application as a learning medium must be in accordance with the learning objectives to be achieved. Utilization of learning media is one of the success factors in the learning process. Therefore, in the learning process, it is necessary to select the right learning media (Fatimah et al., 2021).

3.2 Student Responses in Utilizing the TikTok Application as a Dialogue Text Learning Media

Based on the results of research that has been done, there are instruments used to determine student responses. The instruments used are as follows.

Table 3 Instruments of TikTok Usage

No	Questions
1	What do you think about learning Javanese dialogue text using tiktok media?
2	Do you understand the dialogue text material delivered by the teacher using tiktok?
3	Does learning using tiktok media help in learning Javanese dialogue text?
4	What do you think about the tiktok media used for presenting dialogue text material?
5	What are the obstacles when learning dialogue text using tiktok media?

The aforementioned instruments were subjected to analysis, leading to the following conclusion. Initially, the process of acquiring proficiency in utilising the TikTok platform engenders a considerable amount of enjoyment because of its inherent characteristics of simplicity, brevity, and conciseness. Furthermore, the aesthetically pleasing qualities of TikTok videos serve to enhance students' focus and engagement in the learning process. Additionally, the utilisation of TikTok media enables students to effectively grasp the content conveyed by the instructor due to its clear and concise delivery. Moreover, acquiring proficiency in using the TikTok application proves highly advantageous for acquiring knowledge of Javanese dialogue text, given the comprehensive and detailed nature of the offered content, which facilitates its assimilation. The utilisation of the TikTok application for instructional purposes is favoured by students due to its engaging nature and user-friendly interface, which facilitates the comprehension of educational content. Based on the research conducted by Mudrikah et al. (2021), it has been observed that students perceive TikTok as a viable educational tool due to its user-friendly content, ability to inspire students, and capacity to enhance the overall learning experience.

Furthermore, it is imperative to ensure that the duration of the learning process is not too protracted in order to prevent students from experiencing boredom.

Additionally, students face obstacles when using the TikTok application to learn. First, internet quota constraints. The questionable internet quota restriction is that the student's internet quota has been exhausted, and the network is unstable. Nevertheless, this issue can be resolved by utilizing school Wi-Fi. This is consistent with research (Mudrikah et al., 2021) indicating that learning to use TikTok consumes excessive quota. There are also other obstacles, such as the fact that some students do not have the TikTok application when the learning process uses it because their parents forbid them from downloading it. It is anticipated that students without the TikTok application will join their peers.

The TikTok application makes learning more enjoyable for students, allowing teachers to use it as an alternative learning medium. Using learning media with TikTok is intended to make learning more engaging and enjoyable so that students do not become bored and bored (Toha & Umisara, 2022). However, when using the TikTok application as a learning tool, a teacher must collect and prepare learning materials that meet the needs of students, both in terms of accuracy of the material with the topic and display (layout), so that learning is effective and can increase student interest in learning (Mana, 2021). The success of teachers in facilitating learning is contingent on their insight, knowledge, comprehension, and inventiveness in managing and preparing learning materials. The greater a teacher's creativity in developing instructional materials, the greater the student response to the learning offered (Mana, 2021).

4. CONCLUSION

Based on the aforementioned description, it can be inferred that the TikTok application has the potential to serve as a proficient and enjoyable educational instrument. The utilisation of the TikTok application has the potential to enhance students' comprehension and knowledge retention of the subject matter being instructed. The TikTok programme was well-received by students as a learning tool due to its non-tedious nature and user-friendly interface. Nevertheless, there exist challenges in utilising the TikTok application as an educational tool, mostly due to the prevalence of internet connectivity concerns among the student population. There is an expectation that the Tiktok application can potentially function as an educational tool for disseminating Javanese learning materials.

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