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UTILIZATION OF THE TIKTOK APPLICATION AS A LEARNING MEDIA TO INCREASE STUDENT ENGAGEMENT IN GRADE IV AT MIN 11 WEST ACEH**Mutia Ulfa¹, Rina Rahmi²**Email: meutiaulfa@stainusantara.ac.id¹, rina.rahmi@staindirundeng.ac.id²¹) STAI Nusantara Banda Aceh²) STAIN Teungku Dirundeng Meulaboh**ABSTRACT**

A teacher must be more creative and innovative in applying interesting learning media so that learning conditions do not make students feel bored and boring. This problem needs to be addressed so that learning becomes creative and fun, one of which is by using the TikTok application media to increase student activity in class. This research aims to determine the implementation of the TikTok application as a learning medium to increase the activity of class IV students at MIN 11 West Aceh and to determine the level of student activity by using the TikTok application as a learning medium to increase the activity of class IV students at MIN 11 West Aceh. This research uses an experimental method with test data collection techniques, observation and documentation. The results of the research show that the implementation of the TikTok application as a learning medium to increase the activity of class IV students at MIN 11 West Aceh was carried out in 2 meetings, namely October 26 and October 27 2023. The experimental class observation score was higher than the control class, where the teacher's observation amounting to 88.33% (good) and student observations were in the good category at 88.33% (good). Students are very active in learning by using the TikTok application as a learning medium in class IV at MIN 11 West Aceh. The increase in student activity can be seen from the achievement of student learning outcomes with an average class score of 83.94 and student graduation reaching 87.88%.

Keywords: *TikTok App, Learning Media, Learning Liveliness.***ABSTRAK**

Seorang guru harus lebih kreatif dan inovatif dalam mengaplikasikan media-media belajar yang menarik sehingga kondisi belajar tidak membuat siswa merasa jenuh dan membosankan. Permasalahan tersebut perlu adanya penanganan sehingga belajar menjadi kreatif dan menyenangkan, salah satunya dengan memanfaatkan media aplikasi TikTok untuk meningkatkan keaktifan siswa di kelas. Penelitian ini bertujuan untuk mengetahui implementasi aplikasi TikTok sebagai media pembelajaran untuk meningkatkan keaktifan siswa kelas IV di MIN 11 Aceh Barat dan untuk mengetahui tingkat keaktifan siswa dengan menggunakan aplikasi TikTok sebagai media pembelajaran untuk meningkatkan keaktifan siswa kelas IV di MIN 11 Aceh Barat. Penelitian ini menggunakan metode eksperimen dengan teknik pengumpulan data tes, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa

implementasi aplikasi Tik Tok sebagai media pembelajaran untuk meningkatkan keaktifan siswa kelas IV di MIN 11 Aceh Barat dilakukan dalam 2 kali pertemuan yaitu tanggal 26 Oktober dan tanggal 27 Oktober 2023. Dari nilai observasi kelas eksperimen lebih tinggi dari kelas kontrol, dimana observasi guru sebesar 88,33% (baik) dan observasi siswa pun berada pada kategori baik sebesar 88,33% (baik). Siswa sangat aktif dalam belajar dengan menggunakan aplikasi Tik Tok sebagai media pembelajaran di kelas IV di MIN 11 Aceh Barat. Meningkatnya keaktifan siswa terlihat dari pencapaian hasil belajar siswa dengan nilai rata-rata kelas sebesar 83,94 dan mencapai kelulusan siswa mencapai 87,88%.

Kata Kunci: Aplikasi Tik Tok, Media Pembelajaran, Keaktifan Belajar

PENDAHULUAN

Learning media are components of the learning system that play a vital role in the continuity of the learning process. Several benefits of learning media include clarifying the presentation of messages so that they are not overly verbalistic; overcoming limitations of space, time, and sensory perception; addressing students' passive attitudes by stimulating learning motivation, creating more direct interaction between students and their environment, and generating shared perceptions and experiences (Mudlofir, 2015).

Learning media play a very important role in the learning process. However, teachers in schools are sometimes less proficient in using IT-based learning media, particularly senior teachers who may experience technological difficulties. The inability of teachers to integrate teaching methods with appropriate learning media can result in monotonous learning processes that make students feel bored. This condition was also observed by the researcher during an initial observation at MIN 11 West Aceh, where some students were seen leaving and entering the classroom, chatting with peers, and not focusing on the teacher's explanation. This was caused by the teacher's consistent use of classical methods and learning media.

These problems must be addressed so that enjoyable learning can be created. Therefore, the researcher believes that the use of social media, particularly the Tik Tok application, can serve as one solution to overcome the lack of student activeness in classroom learning.

This view is supported by Wisnu Nugroho Aji, who stated that when used and mediated appropriately, the Tik Tok application can become an interesting and enjoyable learning medium. The use of Tik Tok as an interactive learning medium is expected to help students understand and accept the learning process conducted by teachers more effectively. Interactive learning media can represent what teachers are unable to convey directly and make the learning process more effective and efficient. Through Tik Tok, teachers can easily create interactive learning

experiences that can be adapted to students' environments, situations, and conditions. This is also supported by Dewanta (2020), who explained that the TikTok application, when combined with appropriate usage and methods, can be beneficial as an interactive learning medium in Indonesian language learning.

Previous studies indicate that TikTok can be utilized as an effective learning medium that motivates students to be more active in the classroom. Student activeness in learning is an indicator of teaching success. At MIN 11 West Aceh, teachers also utilized TikTok as a learning medium by displaying learning videos in thematic learning. Thematic learning uses themes to integrate several subjects, providing meaningful learning experiences for students and emphasizing active student involvement (Widyaningrum, 2012).

Thematic learning aims to achieve the Basic Competencies (KD) set for each lesson. In this study, thematic learning focused on Theme 1, Subtheme 1, *The Diversity of My Nation's Culture*, in the SBdP (Arts, Culture, and Crafts) subject, specifically the topic *Basic Dance Movements*. The SBdP subject was chosen because it contains artistic material that aligns well with the use of the TikTok application. Initial observations revealed that learning at MIN 11 West Aceh was still teacher-centered, resulting in ineffective classroom learning, with many students feeling bored due to classical teaching methods and limited media use.

Given these conditions, teachers must be more creative and innovative in applying interesting learning media, including TikTok, as supported by previous studies conducted by Aji and Dewanta.

The results of the above study indicate that the TikTok application serves as one of the solutions in the learning process and can be utilized as a learning medium. The use of the TikTok application is able to motivate students to be more active in classroom learning. Student activeness in learning is an indicator of a teacher's success in the teaching process. Similarly, at MIN 11 Aceh Barat, teachers have also utilized TikTok as a learning medium in the classroom. During the learning process, teachers used the TikTok application by displaying learning videos in thematic learning activities.

Thematic learning is an approach that uses themes to integrate several subjects, thereby providing meaningful learning experiences for students. This approach emphasizes students' active involvement in the learning process, enabling them to gain direct experiences and be trained to independently discover the knowledge they are learning (Retno Widyaningrum, 2012).

The thematic learning process aims to achieve the Basic Competencies (Kompetensi Dasar/KD) set for each learning activity. This is also applied in thematic learning, particularly Theme 1 Sub-theme 1, “*The Cultural Diversity of My Nation*,” in the subject of Arts, Culture, and Crafts (SBdP), focusing on the material *Basic Dance Movements*. The selection of SBdP was based on the presence of art-related content in the subject, making the use of the TikTok application by the teacher relevant to the learning material.

Learning activities at MIN 11 Aceh Barat were predominantly conducted using teacher-centered methods and media, resulting in an ineffective learning process in the classroom. Based on the author’s initial observations, many students frequently left and re-entered the classroom while the lesson was in progress. This condition occurred because some teachers still relied on lecture-based methods and used only pictures and simple teaching aids as learning media. The use of conventional methods and traditional media caused students to feel bored and disengaged during the learning process (Field Observation Results at MIN 11 Aceh Barat).

Considering these conditions, teachers are required to be more creative and innovative in applying engaging learning media, one of which is the use of TikTok as a learning medium. This is supported by previous studies conducted by Aji and Dewanta, which found that the use of TikTok as a learning medium can help overcome such learning problems. TikTok is one of the social media applications that is currently widely used by students. It is known as a short-video sharing platform that presents visual and audio content in an attractive, creative, and easily accessible format. These characteristics make TikTok a potential learning medium, particularly in enhancing student activeness during the learning process. Student activeness is a crucial indicator of effective learning, as active students tend to have higher learning motivation and better understanding of the learning material.

METODE

This study used a quantitative experimental research method. Quantitative research is based on the philosophy of positivism and is used to examine specific populations or samples, with statistical data analysis aimed at testing predetermined hypotheses (Sugiyono, 2018). Experimental research seeks to determine the effect of a particular treatment under controlled conditions.

The study was conducted at MIN 11 West Aceh, located on Syiah Kuala Street, Kota Padang Village. The research subjects were selected using purposive sampling. Among four fourth-grade classes, class IVa was selected as the sample because it was considered a core class with relatively higher levels of student activeness. The total number of students in class IVa was 39.

Data collection techniques included tests, observation, and documentation (Sugiyono, 2018). After implementing the experimental treatment, test data were analyzed using the average score and N-Gain formula (Sujanto, 2011) to determine the improvement in learning outcomes. The N-Gain results were then classified into categories of low, medium, and high improvement.

Table 1. N-Gain Improvement Categories

N-Gain Value	Category
< 0.3	Low
0.3 – 0.7	Medium
> 0.7	High

HASIL DAN PEMBAHASAN

The implementation of learning using the TikTok application was carried out through planning, implementation, evaluation, and reflection stages. TikTok videos were used to demonstrate basic dance movements, allowing students to focus more effectively. Observation results showed that students were highly active during learning activities.

Implementation of the TikTok Application as a Learning Medium at MIN 11 West Aceh

The implementation of learning using the TikTok application was carried out through several stages, namely planning, implementation, evaluation, and reflection. This learning approach was more modern by utilizing videos available on the TikTok application to display dance movements. As a result, students were

more focused on carefully observing and paying attention to the movements presented.

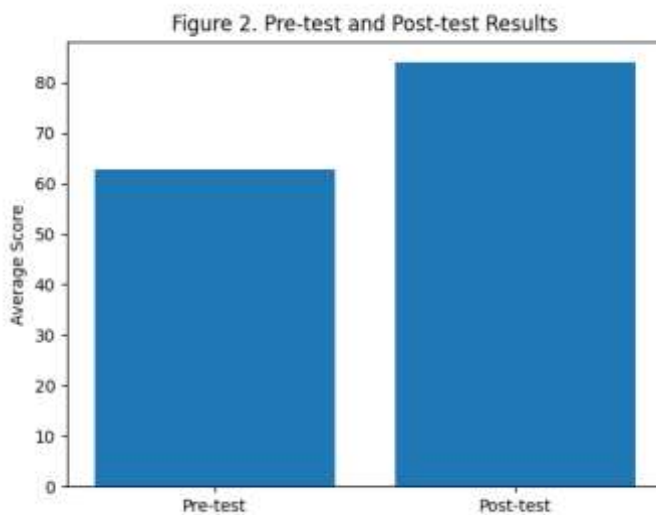
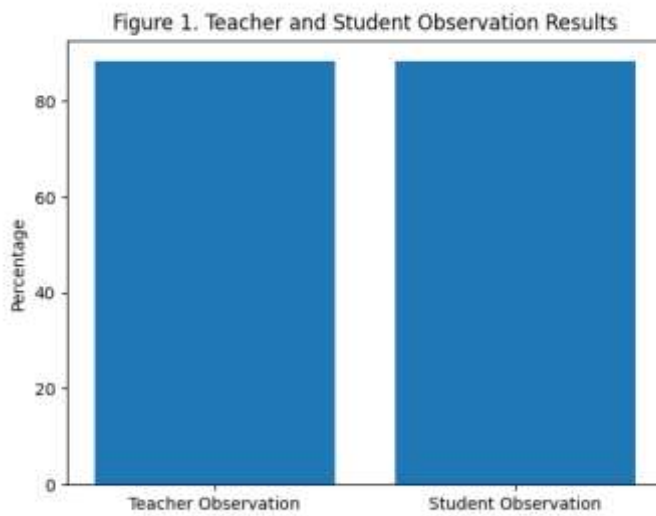
The results of observations on the implementation of learning using the TikTok application showed that students were very active during the learning process in the classroom. Students demonstrated greater focus when watching the videos presented through the TikTok application. This level of student activeness was also reflected in the observation scores, where the teacher observation score reached 88.33% (good), and the student observation score was also categorized as good at 88.33%.

The Level of Student Activeness Using the TikTok Application at MIN 11 West Aceh

The implementation of learning in the experimental class using the TikTok application was conducted in the SBdP subject on the topic *Basic Dance Movements*. Student activeness showed a very significant improvement in learning. This increase in learning activeness can be observed through the improvement in students' learning outcomes, as presented in the following table.

Table 3. Teacher and Student Observation Results

Aspect	Percentage (%)
Teacher Observation	88.33
Student Activeness Observation	88.33



Based on the diagram above, the blue bars represent the pre-test learning outcomes, with a class average score of 62.73, a mastery level of 18.19%, and a non-mastery rate of 81.81%. Meanwhile, the red bars represent the post-test learning outcomes, showing a class average score of 83.94, a mastery level of 87.88%, and a non-mastery rate of 12.12%.

DISCUSSION & CONCLUTION

Based on the research findings, the implementation of TikTok as a learning medium in SBdP lessons on the Ranub Lampuan dance achieved a good category, as indicated by teacher and student observation results of 88.33%. These findings are consistent with previous research by Izatul A'yul Syaibani and Husniyatus Salamah Zainiyati, which showed that TikTok is an effective learning medium during the COVID-19 pandemic due to its diverse features, although it has limitations such as internet dependency and time restrictions for video duration.

The results also support the findings of Wisnu Nugroho Aji, who emphasized that TikTok, when properly used, can create interactive and enjoyable learning experiences that enhance student understanding and engagement.

Based on the research conducted, several conclusions can be drawn. First, the implementation of the TikTok application as a learning medium to increase student activeness among fourth-grade students at MIN 11 West Aceh was conducted in two meetings on October 26 and 27, 2023, in the SBdP subject on basic dance movements. The learning process included planning, implementation, evaluation, and reflection stages, with teacher and student observation results both reaching 88.33% (good category).

Second, students demonstrated high levels of activeness in learning through the use of the TikTok application. This was supported by student observation results (88.33%) and improved learning outcomes, with an average class score of 83.94 and a mastery level of 87.88%.

DISCUSSION & CONCLUTION

Based on the research that has been conducted, the author draws several conclusions as follows. First, the implementation of the TikTok application as a learning medium to increase the activeness of fourth-grade students at MIN 11 West Aceh was carried out in two meetings, namely on October 26 and October 27, 2023.

The application of TikTok was implemented in the SBdP (Arts, Culture, and Crafts) subject, specifically on the topic *Fundamentals of Dance Movements*. The learning process using the TikTok application was carried out through several stages, including lesson planning, learning implementation, learning evaluation, and reflection on the learning process that had been conducted. The teacher observation score reached 88.33% (good category), while the student observation results were also in the good category, with a score of 88.33%.

Second, students were very active in learning through the use of the TikTok application as a learning medium in fourth grade at MIN 11 West Aceh. The increase in student activeness was evident from the student observation results, which were categorized as good (88.33%). This was further supported by student learning outcomes, with a class average score of 83.94 and a student mastery level reaching 87.88%.

Based on the findings of this study, several recommendations are proposed as follows. First, the madrasa is encouraged to continuously train teachers in the field of information technology (IT), as improving teachers' IT skills will enhance the quality of learning at the madrasa. Second, the head of the madrasa is expected to formulate policies related to the development of modern learning media that support high-quality teaching and learning processes. Third, teachers are advised to continue using the TikTok application in schools, considering its significant impact on students' learning. Fourth, students are encouraged to actively participate in all learning activities conducted by teachers so that all instructional materials can be fully understood. Fifth, future researchers are encouraged to use this study as a reference or foundation for conducting further research on similar research problems.

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