Using Tiktok to Improve Students' Enthusiasm and Activeness: A Classroom Action Research at the Eleventh Grade of SMAN 8 Malang in the Academic Year of 2022/2023

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Abstract

The development of technology certainly affects the world of education. By adding the technology knowledge integrated with pedagogy and content, it can improve teachers' skills in implementing teaching with technology. Nowadays, there are many kinds of technology that can be utilized in learning activities. However, not all of these technological innovations are suitable for students. Therefore, in this study researcher investigate the use of TikTok as an effective strategy to improve students' enthusiasm and activeness in English learning. This study is a Classroom Action Research that was done in two cycles. The subject of this study were students of XI MIPA 2 of SMAN 8 Malang, which consist of 18 females and 13 males. Data collection had been done using observation, interview and questionnaire. To analyze the data, descriptive analysis was conducted to present the results in the form of descriptive explanation. The result of research showed that by using TikTok as learning media could significantly improve students' enthusiasm and activeness in English learning. The advantage of the TikTok application is supported by its use daily life, and suitable with the character of students this day who like to express themselves.

Keywords: *technology; TikTok; enthusiasm*

Abstrak

Perkembangan teknologi tentu saja mempengaruhi dunia pendidikan. Dengan menambahkan pengetahuan teknologi yang diintegrasikan dengan pedagogi dan konten, maka dapat meningkatkan kemampuan guru dalam mengimplementasikan pengajaran dengan teknologi. Saat ini, banyak sekali jenis teknologi yang dapat dimanfaatkan dalam kegiatan pembelajaran. Namun, tidak semua inovasi teknologi tersebut cocok untuk siswa. Oleh karena itu, dalam penelitian ini peneliti menyelidiki penggunaan TikTok sebagai strategi yang efektif untuk meningkatkan antusiasme dan keaktifan siswa dalam pembelajaran bahasa Inggris. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Subjek penelitian ini adalah siswa kelas XI MIPA 2 SMAN 8 Malang, yang terdiri dari 18 siswa perempuan dan 13 siswa laki-laki. Pengumpulan data dilakukan dengan menggunakan observasi, wawancara, dan kuesioner. Untuk menganalisis data, dilakukan analisis deskriptif untuk menyajikan hasil penelitian dalam bentuk penjelasan deskriptif. Hasil penelitian menunjukkan bahwa dengan menggunakan TikTok sebagai media pembelajaran secara signifikan dapat meningkatkan antusiasme dan keaktifan siswa dalam pembelajaran bahasa Inggris. Keunggulan aplikasi TikTok didukung dengan penggunaannya yang digunakan sehari-hari, dan sesuai dengan karakter siswa zaman sekarang yang suka mengekspresikan diri.

Kata kunci: teknologi; TikTok; antusiasme

1. Introduction

Current technological developments certainly bring a lot of influence on various aspects of life. This also influences the development of education today. Teachers must be able to adapt to current technological developments. Lestari (2014) stated that the use of technology for learning purposes is considered important in this era of globalization. The use

of technology in learning can be done during the learning process such as giving assignments and evaluating. Through the utilization and use of technology, students can not only obtain references related to their duties in finding additional materials as learning materials but what is far more important is that students gain deeper insight into understanding technology as a learning medium. Therefore, teachers need to improve their pedagogical competence through the use of active, creative and innovative learning media.

Technological knowledge will help teachers to conduct teaching and learning with technology effectively. In line with this (Voithofer & Nelson, 2021) agreed that the ability of technology improve students' learning is depended on how teachers practice their TPACK knowledge. TPACK is developed by Koehler & Mishra which previously only consisted of pedagogy and content knowledge as proposed by Shulman (Tseng et al., 2020). By adding the technology knowledge integrated with pedagogy and content, this combination is aimed to help teachers in conducting teaching with technology.

In its implementation, the researcher has applied the use of TPACK by utilizing the Padlet platform. Padlet is an application that allows its users to upload images, videos, documents and PDFs, share links, comment on each other's posts, create public or private walls, and exchange information. It is an online wall that provides users with a number of nifty features that facilitate communication among people and stimulate them to express themselves. To use this app, users can use any device that allows to connect to the internet such as a smart phone, computer, iPad, or any other device (Rohmatika, Arianto & Putra, 2020).

However, the researcher found that the use of padlet was not effective enough to encourage students' enthusiasm in learning. This is evidenced by the level of student participation in the written discussion session on the padlet page and the delay in collecting assignments on the padlet page. However, in the assignment, learners seemed less enthusiastic. This is known from the researcher's observation which shows that from the majority of groups there were 1 to 2 students who did not participate in group work. In the end, during the deadline for submitting the assignment, 5 out of 7 groups were late in uploading their assignments to the Padlet which has been prepared by the researcher.

Therefore, in this study, the researcher looked for other alternatives in the application of TPACK. Furthermore, the researcher conducted a survey as a pre cycle activity to students to find out their preferences in using social media in learning. As a result, the researcher found that students are more interested and comfortable using social media such as TikTok. Based on these findings, the researcher decided to conduct classroom action research by using the TikTok application as a medium in learning activities to improve students' enthusiasm and activeness.

The TikTok application is a music video platform originating from China which was published in September 2016. This application is one of the most downloaded applications. Based on data from dataindonesia.id, Indonesia was recorded as the country with the second largest TikTok user in the world in January 2023. It was recorded there are 109.90 million social media users in the country. Many studies agree that video is one of several types of learning materials that can help students learn more effectively. Because it's easily accessible and allows students to pause and re-watch content as needed. Yükselir & Kömür (2017) mentioned that video can be a powerful tool for communicating information in an interesting

audiovisual way. Unintentionally, educational videos that are not properly prepared can hinder the learning process. When watching long videos, for example, some students became disinterested and did not watch the entire video. As a result, they just sit around watching and ignore the things that matter. At first, the duration of the TikTok video is 60 seconds or 1 minute for maximum time. Then in November 2021, TikTok extended the maximum duration of uploaded videos to 5 minutes. Anwar and Rahmawati (2022) stated that students are involved for approximately 6 minutes while watching videos. As a result, longer topics should be broken up into shorter chunks of no more than 6 minutes. Students will have a stronger connection with the instructor on screen and will engage more with videos that take a more conversational approach.

According to Dewanta (2020), there are several advantages of using TikTok as a learning medium. First, TikTok can accommodate audio-visual needs in language learning, especially listening. Second by using TikTok, learners can also process words to express, convey or express intentions, ideas, thoughts, and feelings that are arranged and developed according to learner needs. Third, the edit feature in TikTok can be used by learners to present data, ideas, or impressions in the form of a description of an object. Fourth, TikTok application can be used as a medium for learners to practice reading news. Also Aji & Setiyadi (2020) described that the TikTok application meets the learning needs of students. Both TikTok applications attract students' interest because of their novelty, and have many features that can be implemented into learning. Moreover, the TikTok application is equivalent to the development of maturity and experience as well as the characteristics of students who are millennials, who are attached and close to the digital world. With an attractive appearance and a simple way of working, the TikTok application is close to various groups, especially among high school students. Based on these indications, it can be concluded that the Tik Tok application fulfills the criteria as a good learning media, which is interesting and close to students, especially in learning English (Taubah & Hadi, 2020).

Based on the description above, the researcher developed the following research question: "How can TikTok be used as an effective strategy to improve students' enthusiasm and activeness in English learning?"

2. Research Method

2.1. Research Objective

As stated before, in this study the researcher was aiming for the effectiveness of TikTok as a learning media to improve student's enthusiasm and activeness in English learning.

2.2. Research Design

The study was Classroom Action Research. According to Kemmis and Mc Taggart (as cited in Wulandari, 2014) stated that action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice". The purpose of Classroom Action Research is to nurture the teachers with new knowledge and understanding to enhance the teachers' teaching practice in the classroom. Therefore, the researcher applied TikTok in improving the students' enthusiasm and activeness in English learning. According to Kemmis and Mc Taggart

(1990, cited in Wulandari, 2014), classroom action research is a cycle process that involved four steps of research; planning, acting, observing, and reflecting step. First, the planning stage which deals with researcher plans on how to conduct the activity in the learning practice. The planning was created based on the issue of the research. Next, implementing stage is a phase that the researcher performs the planning activity in the learning practice. In this stage, the researcher used the offered method which the researcher had made in the planning stage. Then, the observation stage is the stage where the researcher captures the data as the result of the implemented action. The observation involved the participants' performance during the learning practice. Last stage is about activities related to the analysis and interpretation toward the results of the action that had been done. In this stage, it determines whether the offered method is successfully or not conducted in the learning practice.
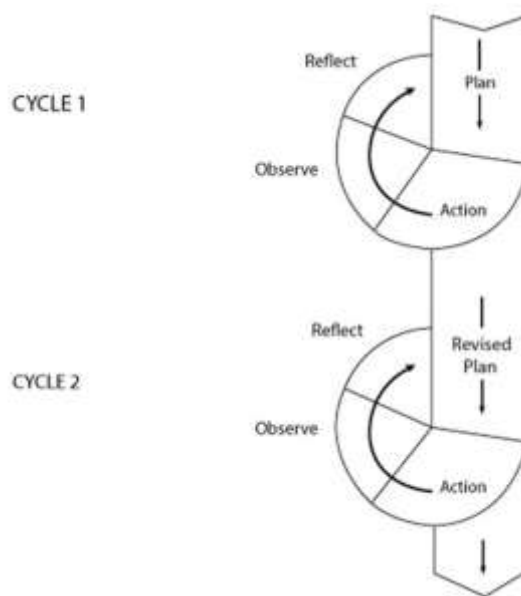

Figure 1 Classroom Action Research Cycle (Kemmis and McTaggart's, 1990)

2.3. Subject of the Study

This study conducted was conducted on XI MIPA 2 students of SMAN 8 Malang. There were 13 male students and 18 female students in the class.

2.4. Data Collection

In gaining the data, the researcher attempted to employ these following methods:

2.4.1. Observation

Observation is a technique for collecting data about researcher and students' activities in teaching and learning process (Maftuhatur, 2018). Considering that reflection in teaching process was needed, the teacher was accompanied by an observer to make it objective. Then observation sheet is given which consists of several columns for the observer to conclude the overall learning process and a

reflection column in which the observer gave comments to the weakness of the learning process. These comments would be discussed together between the teacher and the observer, so that some reflections would be made. The reflection was developed into the form for the next cycle so that the next cycle is expected to run better.

2.4.2. Interview

Interview is the conversation between the interviewer and participants that done to the certain process. Interview was used to know the information and the real condition in the process of teaching and learning (Maftuhatur, 2018). In this study, interview was conducted after the cycle done, to know the student's condition and perception about TikTok as their learning media.

2.4.3. Questionnaire

The questionnaire was administered in order to examine the students' responses towards the teaching and learning. It was conducted both before and after implementing Classroom Action Research. The first questionnaire were distributed on pre-cycle which contained 10 questions. Meanwhile, the second questionnaire which contained 20 questions were distributed after second cycle. Before administering the questionnaire, the students were given some explanation about the questionnaire (why it was given and how to answer it). Type of the questionnaire used in this study was adapted from Eslit, 2023.

2.5. Data Analysis

The data that would be analyzed were students' observation sheet, questionnaire, and interview results from the beginning until the end of the cycle. The researcher transcribed those results to be coded and grouped into several themes. Those themes would lead into a descriptive explanation. Data analysis method used in this research was descriptive analysis that is presented by factual information systematically. Descriptive study is a study that tries to reveal patterns associated with a specific disease without an emphasis on pre-specified hypothesis (Saepudin, 2014). From the results of this processing, it can be seen whether the activities that have been implemented meet the criteria of success or not.

2.6. Criteria of Success

Classroom Action Research (CAR) is able to be called successful if it can exceed the criteria which have been determined, and fail if it cannot exceed the criterion which has been detained (Saepudin, 2014). In this research, the research will succeed if the students show positive changes in behavior during the learning activity, such as:

1. Increased enthusiasm and activeness of students during the learning process.

2. Increased students' discipline towards project assignments.

3. Findings and Discussion

This chapter presents the research finding and the discussion. Which based on the collected data through observation, interview and questionnaire.

3.1. Findings

3.1.1. Pre-Cycle Analysis

Before doing cycle, the researcher collected the first data in form of questionnaire, to know about students' preferences in social media usage. The result showed that the students is using TikTok in their daily life and interested to use TikTok as their learning media.

3.1.2. Findings from the First Cycle

Table 1 First Cycle Breakdown

Stage	Date	Details
Planning	27-03-2023	The researcher made lesson plan about "Song" and did a discussion with teacher
Acting	28-03-2023	**Preliminary Activities** 1. Teacher starts the lesson with greetings and check the attendance 2. Teacher gives apperception about the material to learned - How is your feeling right now? (happy, hungry, tired, bored) - What are you doing in your free time? 3. Teacher conveys the learning objectives **Main Activities** 1. Students access the learning material link on TikTok 2. Students are asked to choose their favorite song into a playlist 3. Students are grouped heterogeneously consisting of 5-6 members in one group 4. Students choose one song in the playlist, which each group must be different from one another 5. Students analyze the generic structure and language features in groups of the selected songs 6. Students present the results of the discussion in front of the class **Closing Activities** 1. The teacher and students reflect together on today's activities 2. Teacher greets the students and leave the class
Observing	28-03-2023	The observation of the implementation process of cycle 1 was conducted using observation sheet to evaluate the technique applied by the teacher, to observe the teacher's activities and the student's activities in the instructional process. The results of the observation

		are as follows:
		1. There was an increase in students' enthusiasm and activeness when learning using TikTok media. This is shown by the increase in students who try to answer the teacher's questions and express their opinions.
		2. Students did able to finish the assignment on time
		3. Some students open other content outside the learning material on the TikTok application
		4. Some students were less active in group work.
		5. Poor group presentation results
Reflecting	29-03-2023	Based on the observation results, it showed that there were improvements of students' enthusiasm and activeness in English learning. But the teacher as researcher had to be more creative in developing learning activity to maximize the use of TikTok as learning media. As stated before, there are several problems that arise, they were related to the grouping of students which has an impact on group work performance, and there are some students who misusing TikTok to access other content outside of learning context. Therefore, the researcher tried these following solutions to be implemented in next cycle:
		1. The use of TikTok in learning activities is made intermittent with the material presented from the teacher, also teacher point the students whose considered had less optimal performance
		2. Students choose their own group
		3. Students make a cover music video in TikTok

3.1.3. Findings from the Second Cycle

Table 2 Second Cycle Breakdown

Stage	Date	Details
Planning	03-04-2023	The researcher made lesson plan about "Song" and did a discussion with teacher based on previous cycle results
Acting	04-04-2023	**Preliminary Activities** 1. Teacher starts the lesson with greetings and check the attendance 2. Teacher conveys the learning objectives **Main Activities**

		1. Students access the learning material link on TikTok 2. Teacher the teacher re-checked students' understanding of the material through appointments, especially for students who indicated that they had not quite followed lessons in the previous cycle because they opened up other content 3. Students form their own groups of 5-6 members in one group 4. Students make a cover music video on TikTok based on a song that they choose from their previous playlist 5. Students in groups present their work in front of the class 6. Students express their opinions on the presentation of the projects that have been displayed 7. The teacher responds to the results and provides feedback on the presentations of students **Closing Activities** 1. Teachers and students discuss with each other the obstacles experienced during project work 2. Teachers and students conclude the relationship between the results of the project that has been made with the learning material 3. Teacher greets the students and leave the class
Observing	04-04-2023	Observation results showed that: 1. Increased student enthusiasm and engagement during learning 2. Students were more attentive and focused on learning 3. Students were more active in discussing in their group activities 4. Students completed tasks on time and as expected 5. Students are more enthusiastic and expressive in presenting and summarizing the activities that have been carried out
Reflecting	05-04-2023	Comparing with cycle 1 results, it showed that there were significant improvements of students' enthusiasm and activeness in English learning. The weaknesses that emerged in cycle 1 can be overcome well by implementing the solution steps prepared in the lesson plan. This is shown by the following points: 1. Increased student enthusiasm and activeness in all learning activities. 2. Students who were previously less focused can follow the learning more optimally 3. All students contribute to group activities so that the

| | | presentation of work results is maximized |
| | | 4. Students are more free in expressing their opinions and expressing themselves in class. |

3.1.4. Findings from the Questionnaire

Questionnaires were distributed to students of XI MIPA 2 of SMAN 8 Malang, which consisted of 31 students. Different from the questionnaire distributed in the pre-cycle activity, this time the questionnaire was distributed after the implementation of cycle 2. From the results of the questionnaire, the following conclusions were found:

1. Students are more eager to make assignments in TikTok content format

2. students enjoy learning with TikTok

3. Students feel comfortable with the learning flow that is carried out

4. Students feel that they can express themselves in learning that contains assignments in the TikTok content format

5. Students think that using TikTok can help them in learning

3.1.5. Findings from the Interview

The researcher has conducted an interview to 10 students consisting of 5 males and 5 females as the sample. From the results of the interview, the researcher coded the participants' answers and concluded several theme as the majority responses of participants as follows:

1. Students interested to the learning model that utilizes TikTok, because the application is an application that is familiar to them

2. By using TikTok, students can be more expressive in showing their abilities

3. Students tended to get bored with learning models that less involving body movement activities (kinesthetic)

4. Students were more productive if they work in groups that make them comfortable

3.2. Discussion

From the results from cycle 1, it can be seen that the use of TikTok can improve students' enthusiasm and activeness in English learning. Also, it was found that students were more disciplined in making assignments on time. Therefore, in this cycle, it was found that there were still some problems that occurred. After discussing with the teacher, the researcher decided to continue to cycle 2 to revise the lesson plan so that it can maximize student performance in using TikTok in learning activities.

The first issue that occured was some students accessed other contents outside the material provided as learning material. This happened because of our limitations as a teacher in controlling each student. Therefore, to overcome this, the researcher assisted by the observer has recorded several names of these students. Then in the next cycle, a treatment was given in the form of appointing students to answer the teacher's questions. Of course, this made students more aware to stay focused on the learning material. Also, other students also felt the same way because they also anticipated if they would be appointed next. This step proved to be able to overcome the problems that occured in cycle 1. Furthemore, the students who were given the treatment could answer the researcher's questions quite well because their focus and attention were maintained,

The next problem found was bad performance in the group. In one group of 4-5 students, there were 1-2 students who did not contribute to the group activities. Of course, this had a bad impact on their presentation performance in front of the class. Therefore, the researcher applied the freedom to choose group members in the next cycle. Since the topic was about song, in the next cycle students were asked to make a cover music video in TikTok content format. The researcher had already prepared instrumental music from the songs in the playlist, so students only needed to fill in the vocals on the song they would choose. This aimed to make it easier for students to work and also save time so that students could present their work at the end of the lesson. Students are given the freedom to produce the content, whether it is just singing or adding choreographed dance, even it is okay if students want to add some properties in their video.

From the results of the treatment in the form of freedom in group formation, it was found that students were more enthusiastic and active in discussion activities. They exchanged ideas about working on their projects. This is in line with one of the interview findings which is that students are more productive if they work in groups that make them comfortable. In contrast to the grouping in cycle 1 which showed that students were still awkward and even hesitant to express their opinions during group discussions. As a human being, of course, students also have different compatibility with each other based on various aspects. Therefore, if students are in an environment that guarantees their comfort, then students will be more able to focus on completing the assigned tasks. They seem to be more flexible in expressing their ideas in discussion activities, as well as being able to respect the different opinions of their groupmates.

In cycle 2, it was found that the assignment model that required them to show their actions in the form of videos could stimulate their enthusiasm. As found in the questionnaire, students were more eager to make assignments in TikTok content format. They looked expressive with their various behaviors. Some of them looked funny like doing silly facial mimics and doing a funny dance. There were students who really showed their singing skills, which can be said to have a very good voice. There were even students who were quite known to be quiet, but they looked very all out when showing the performance in the video they made. This was also supported by the results of the questionnaire findings which showed that by using TikTok, students felt they could express themselves in learning. In the interview results, it was also found that students are likely to need a place to express themselves. Arventine (2020) in her research found that there were entertainment motives, information, personal needs and relationships in the use of TikTok as a medium for self-existence.

The use of TikTok, which was originally only as entertainment, is slowly becoming a source of various kinds of information which certainly contains things that are currently trending. TikTok influences teenage lifestyle due to the easy access to information or entertainment obtained through the application (Khansa & Putri, 2022). This is closely related to the characteristics of current students who belong to Generation Z. According to Noordiono (2016), Generation Z is a Generation that has been exposed to technology and the internet as early as possible, a Generation that is hungry for technology. New technology is fresh water that must be sipped immediately in order to feel the benefits. Generation Z or better known as the digital Generation grows and develops with dependence on technology and various kinds of technological tools. Noordiono (2016) stated that this Generation has a strong intuition for technology, without seeing a guide, they will understand how to use something. Always connected is the logo of this Generation, wherever and whenever must be connected to the internet.

Akhmad Sudrajat (2012) described some common characteristics of Generation Z. First, they are tech savvy whose are proficient and fond of information technology and various computer applications. They can access the information they need easily and quickly, both for educational purposes and for their daily lives. Gadgets and other devices are a useful tool compared to hard books. Second, they are socially active and multitasking. They are very intense in communicating and interacting with all circles, especially with peers through various social media. Educational information, games, hobbies to booming social media. One of the uniqueness of Generation Z is that they tend to use the multitasking style, which is doing several jobs at once. Third, instant thinker. They want everything to be done and run fast. They don't want things that are long-winded and convoluted. Generation Z is more dominant in audiovisual learning tools than traditional methods.

In the context of education, understanding the characteristics of each Generation is important to determine how effective educational strategies are provided to students. The goal is not only students' academic and pedagogical achievements, but also how the educational process can foster students' character and love for learning activities. Currently, most of Gen Z are at school age. This means that adjustments to the learning system in our educational spaces must consider the characteristics of Gen Z to suit their needs without disregarding their interests and talents as a Generational group.

From the findings in cycle 2, student characteristics have a tendency to kinesthetic learning styles. By considering this, with the TikTok application, educators can easily create a learning process that attracts the attention of students (Devi, 2022). So, if learning still tends to be conventional with limited variations in body movement activities, then this can reduce student motivation and enthusiasm in learning activities. Therefore, the use of TikTok is able to accommodate students with kinesthetic learning styles (Fauziyah, et al., 2022).

During the presentation activity in cycle 2, the class atmosphere was very lively, besides students being entertained by their friends' work, students also became more confident in giving opinions and feedback on their friends' work. Vice versa, the group that was given feedback was able to respond to comments from their friends.

At the end of the activity, the teacher and students discussed the experience of today's activity. Students were more open and expressed their opinions about difficulties and impressions during the project. Although not all students were able to express their opinions

in English, but the researcher really appreciates that. Because this research did not focus on their skills in English, but on their enthusiasm and interest during the process of English learning activities.

Even so, this study showed that the use of TikTok as a learning media was proven to be able to improve student performance during learning activities. This is also supported by evidence through research at various levels. Such as the findings of Kusumandaru & Rahmawati (2022) at the elementary school level, which stated that the use of TikTok in literary learning can increase student enthusiasm and knowledge, and such learning media is very relevant to the times or era where students grow.

At the junior high school level, Marini (2019) explained that there is a significant positive impact of TikTok on student achievement. In addition, using the TikTok application as a medium for speaking can increase students' confidence in speaking English and also add new experiences for students in expressing their ideas freely on TikTok (Zaitun, et al., 2021). Then Ardiana & Ananda (2022) who conducted research in high schools found that the TikTok application can stimulate students to learn actively through activities that are not boring. By viewing learning video content before students enter the learning material, it stimulates students to show an attitude of interest in learning so that students are involved in every learning process and students can produce good learning outcomes. In addition, Alghameeti (2022) stated that students noted that TikTok offers various features and options that help in expanding English vocabulary. Furthermore, at a higher level, Rahmawati, et al. (2023) explained that TikTok is a useful application that not only improves speaking skills but also increases students' creativity, motivation and vocabulary. Likewise, the findings from Pratiwi, et al. (2021) who discussed the use of TikTok as a learning strategy in speaking skills, showed that respondents had a positive attitude towards the TikTok application as a video tool, while learning through the TikTok application was used as an English learning strategy to help and improve students' reading and speaking skills. Meanwhile, Simanungkalit & Katemba (2023) found that the use of TikTok in English vocabulary learning for university students helped them expand their English vocabulary. Moreover, the students showed positive feedback about using TikTok in learning English vocabulary.

Based on the results of this study, it was found that students have a positive perception of using TikTok to learn English. Learning English by using TikTok can improve students' English skills. Learning English on TikTok is fun and stress-free. In addition, TikTok has many advantages such as easy to access, varied video content, interesting content and easy to understand, can learn from native speakers, free and many others. However, learning English by using TikTok also has challenges such as internet network problems and costs for internet quota. (Novitasari & Addinna, 2022).

4. Conclusion

Based on the results of the research and discussion described above, the researcher concluded that the use of TikTok in English learning has gone well, and has proven to be able to increase students' enthusiasm and activeness. In addition, the use of TikTok is also suitable for students nowadays as they are Generation Z characters who tend to always want to express themselves. But on the other hand, fear of being wrong is still an obstacle in expressing opinions in learning activities. Therefore, the use of TikTok as a learning media

can be one of the solutions, which is a familiar application and the concept of its use is related to self-expression, so that students can later develop their self-confidence.

Of course, the use of TikTok needs to be accompanied by good learning steps and strategies, so that an atmosphere that suits the character of students in a class can be created. Moreover, learning is better if it is presented in a fun way, in order to present a comfortable atmosphere for students and teachers. Fun learning can eliminate boredom, moreover, instead of using conventional strategies, it would be better to learn contextually which is closely related to the daily lives of today's students, so that students will be better in capturing the meaning of learning.

Since there are many studies that correlate the use of TikTok with certain subject skills, the researcher suggests research on strategies that can be developed to anticipate the weaknesses of TikTok as a learning media in learning activities. As we know, the use of gadgets alone can distract students from the subject matter, more so with TikTok. Therefore, with such research, it is hoped that it will be able to inspire teachers to maximize the use of TikTok as a learning media.

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