Students' Perceptions on Tiktok's Educational Content in Increasing Learning Motivation

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Article Info	Abstract
    	TikTok is one of the social media that is very busy in use today. We are Social notes that the majority of Tiktok application users in Indonesia are aged 18-24 years. The Tiktok application is in the spotlight for the amount of negatively charged content. However, that does not mean that all content on Tiktok is negative. Tiktok is not only used for entertainment, students become lazy about studying because it is known that some of them not only access it for entertainment, but there are also those who look for references related to lessons that are difficult for them to understand when studying online (Buana, 2020: 4). This research aims to find out how students perceive TikTok's educational content in increasing learning motivation. This type of research is descriptive quantitative, using questionnaire data collection techniques and documentation. Data analysis was carried out using validity and reliability tests. The results of the research show that firstly, students' perceptions of the Tiktok application in increasing learning motivation were found to be (86.41%) is categorized very well on the Tiktok Application variable. Second, Students' perceptions of TikTok's educational content in increasing learning motivation It was found that (88.72%) was categorized as very good in the Tiktok Educational Content variable. third, students' perceptions of increasing learning motivation were found to be (79.42%) categorized as good in the learning motivation variable.
	Abstract *Tiktok* merupakan salah satu media sosial yang sangat ramai di pakai saat sekarang. We are Social mencatat mayoritas dari pengguna aplikasi *Tiktok* di Indonesia sendiri ialah berusia 18-24 tahun. Aplikasi *Tiktok* menjadi sorotan banyaknya konten bermuatan negatif. Tetapi, bukan berarti seluruh konten di *Tiktok* bermuatan negatif. *Tiktok* tidak hanya dipakai untuk sebagai hiburan saja bahwa mahasiswa tersebut menjadi malas belajar karena diketahui sebagian dari mereka tidak hanya mengakses untuk hiburan akan tetapi ada juga yang mencari referensi terkait pelajaran yang sulit dia pahami ketika belajar secara online (Buana, 2020: 4). Penelitian ini bertujuan untuk mengetahui bagaimana persepsi mahasiswa terhadap konten edukatif *Tiktok* dalam meningkatkan motivasi belajar. Jenis penelitian ini adalah kuantitatif deskriptif, menggunakan teknik pumpulan data angket, dan dokumentasi, Adapun analisis data yang dilakukan menggunakan uji validitas dan realibilitas. Hasil penelitian menunjukkan bahwa *pertama*, Pada Persepsi mahasiswa terhadap aplikasi *Tiktok* dalam meningkatkan motivasi belajar didapatkan sebesar (86,41%) dikategorikan sangat baik pada variabel Aplikasi Tiktok. *Kedua*, Persepsi mahasiswa terhadap Konten edukatif *Tiktok* dalam meningkatkan motivasi belajar didapatkan sebesar (88,72%) dikategorikan sangat baik pada variabel Konten Edukatif *Tiktok*. *ketiga*, Persepsi mahasiswa dalam meningkatkan Motivasi Belajar didapatkan sebesar (79,42%) dikategorikan baik pada variabel motivasi belajar.

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1. INTRODUCTION

Social media has become an inseparable part of the daily lives of many people, including students. In recent years, the popularity of social media has skyrocketed, with platforms such as Facebook, Twitter, Instagram, Tiktok and others becoming places for millions of users to interact, share content and establish relationships. Social media is an online medium, with users able to easily participate, share and create content including blogs, social networks, wikis, forums and virtual worlds (Cahyono, 2016). Social media has a positive impact and benefits in the development of science and technology, for example, it makes it easier to communicate, find and access information, develop relationships, add friends and others (Gani, 2020). Another positive impact that can be obtained in the use of social media is as an educational tool, a lot of educational content is available on social media, including tutorial content, tips and tricks, learning content. There are lots of social media platforms that can be used as learning media, such as Instagram, YouTube, and the most popular among Indonesians in the last two years, Tiktok. According to

(Bulele, YN, 2020), the TikTok media present in Indonesia is widely used by people for creativity and business (Bulele & Wibowo, 2020). Throughout 2018 to 2019, Tiktok has established itself as the most downloaded application, namely 65.6 million times. Reported on the tekno.kompas.com page, there are around 10 million more active users of the Tiktok application in Indonesia. We are Social notes that the majority of Tiktok application users in Indonesia are aged 18-24 years.

According to Minister of Communication and Informatics Rudiantara (2014-2019), a lot of negatively charged content was found, especially for children. However, with various considerations and new regulations, in August 2018 the Tiktok application can be downloaded again. One of the regulations that is suspected is the age limit for users, which is 11 years old. In addition to the polemic for the user's age limit, the content on Tiktok is also in the spotlight. This is because most of the content on Tiktok is considered negatively charged. Even so, that doesn't mean that all content on Tiktok is negative. According to the Venom Concept (in Suwidnya, 2014) that involving video technology in learning can increase learning abilities by 50% compared to without using video media.

Based on research conducted by Amila Nafila Vidyana (2022) in her article, it was concluded that the influence of TikTok educational content on students' final assignment knowledge had a strong influence on the effectiveness of @buiramira's TikTok content on students' final assignment knowledge. Therefore, it is hoped that Tiktok can become a learning media reference for certain material. However, Tiktok can still be used as a learning media reference but must adapt to the relevance of the learning material.

Motivation is an important factor for someone who is undergoing the educational process. Motivation in academics is the main factor for students who are studying to increase their creativity and life skills (Gulzar, et al., 2021: 8). Motivation plays an important role in the learning process. Djiwandono (2006:329) said that "Motivation is one of the most important prayer requirements in learning.

Self-learning is a change that occurs in a person in the form of practice or experience. Hilgard and Bower (in Purwanto, 2004: 84) say that "Learning is related to a change in a person's behaviour towards a certain situation caused by repeated experiences in that situation, where the behaviour of the change in behaviour cannot be explained or based on the tendency of the response disposition, maturity, or momentary circumstances." Based on the opinion of experts on the notion of motivation and learning, it can be concluded that motivation to learn is an encouragement from within a person to do something about their learning outcomes that provide direction and enthusiasm for learning activities so that they can achieve optimal goals.

According to Walgito in (Musoleha et al., 2014), perception in a narrow sense is vision, how a person sees something, while in a broad sense it is a view or understanding, namely how a person perceives or interprets something. Students' perceptions of Tiktok's educational content can provide an assessment of their motivation to learn about this educational content. The results of these observations will give rise to a perception in which perception can lead to a positive or negative direction depending on the observations of each individual.

In Indonesia itself, there have been several studies that have attempted to explore the benefits of social media for education. One of them is research from (Bodle, 2015) which found that social media is easy and practical to access and use, so social media allows students to think creatively and critically with social media which can be used as learning motivation for students. TikTok, as a social media that is currently busy and has received bad reports and complaints about this application, can actually be used as an interesting learning resource for students.

From the background and various problems that the researcher has explained, the researcher wants to research related to "Students' Perceptions of Tiktok Educational Content in Increasing Learning Motivation" to be worthy of research."

2. RESEARCH METHODS

This research uses a quantitative approach through quasi-experimental methods. The main goal is to try to express and understand the reality on the ground according to what it is (objectively). This study involved a comparison of students' perceptions of Tiktok's educational content in increasing learning motivation, namely Education technology students 19. The number of samples can be done by means of statistical calculations, namely by using the Slovin Formula. This formula is to determine the sample size from a known population, namely 109 Educational Technology Students. According to Sugiyono (2017:81). The level of precision specified in sample determination is 5%.

Slovin's Formula:

$n = N/(1+(Nxe2))$

Where:

n = sample size

N = population size

e = Allowance for inaccuracy due to tolerable sampling error, then squared.

Based on the Slovin Formula, the size of the research sample size is:

n= N / (1+(109x0.05))

n= 109 / (1+(109 X 0.0025)

n= 109/ (1+0.2725)

n=109 / 1.2725

n = 85.6581532

n= 86

So the sample size in this research is 86 Educational Technology students from class 19 who will be used as respondents.

Reliability Test

Reliability concerns the degree of consistency and stability of data or findings. According to Arikunto (2013) reliability is an instrument that can be trusted enough to be used as a data collection tool because the instrument is good. A good instrument will not be tendentious in directing respondents to choose certain answers. Instruments that are reliable will produce reliable data too. Reliability refers to the level of reliability of something. Reliable means trustworthy, so it means the question can be relied on.

Cronbach's Alpha Formula

$$r_{ii} = \left[\frac{(k)}{(k-1)}\right]\left[1 - \frac{\sum s2_i}{s2_t}\right]$$

Information:

r11: instrument reliability

k: Number of items (number of questions or number of questions)

$\sum s2_i$: Number of Item Variants

$\sum s2_t$: Number of Total Variants

According to Lynn and Carol (1978: 108), a reliability coefficient with a value of > 0.7 indicates that the measurement method falls within the reliable criteria.

Validity test

According to Arikunto (2010: 211) "validity is a measure that shows the level of validity or validity of an instrument". A valid instrument has high validity. Conversely, instruments that are less valid have low validity.

According to Sugiyono (2018: 173) "a valid instrument means that the measuring instrument used to obtain data (measure) is valid. Valid means that the instrument can be used to measure what it is supposed to measure." In this study using logical validity, namely by consulting the supervising lecturer and based on the consultation, improvements were made. After being declared valid, the new instrument is used to obtain the data needed in the research.

The formula used in testing the validity of this question uses the product correlation coefficient "Product Moment Correlation" (Pearson Method). An item is said to be valid if rcount < rtable using a significant value of 5% or 0.05, if rcount < rtable then the item can be said to be invalid with a significant value of 5% or 0.05.

$r''xy'' = \frac{(N)(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N.\Sigma X^2) - (\Sigma \llbracket X \rrbracket^2\}\{N.\Sigma Y^2) - (\Sigma \llbracket Y \rrbracket^2\}}}$

Information:
rxy = product moment correlation
N = number of samples
X = item score
Y = total score
ΣX = total item score
ΣY = total score sum
$\Sigma X2$ = sum of the squares of the item scores
$\Sigma Y2$ = sum of squares of total score
ΣXY = number of multiples of item scores with the total score

Based on the results of data analysis, it is known that the research instrument consists of 30 statements, there are 3 statements that are invalid or invalid, namely statements number 5, 15, 25. Invalid statement items are those whose rcount is smaller than rtable (rtable = 0.212) with N=86.

This research uses percentages, percentages are a comparison in the form of numbers up to 100 which are usually shown identically with the % symbol, the aim of which is to compare and find out what percentage level is obtained so that conclusions can be drawn. The percentage formula that I use was proposed by (Syafril, 2010; 18)

Percentage Formula:

$P = (F/n) \times 100\%$

Information:
P = Percentage of results obtained
F = Frequency of results obtained
n = Number of sample respondents from which conclusions will be drawn.
100 = fixed number percentage

According to Sugiyono (2016: 134-135), this questionnaire provides 4 (four) alternative answers, namely: Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (TS) with a score of 2, Strongly Disagree Agree (STS) with a score of 1.

Score	Criteria
4	Strongly agree
3	Agree
2	Don't agree
1	Strongly Disagree

Based on the table above, the ideal score scale for each answer can be obtained as follows:
Highest Score = Highest Weight x Number of Respondents
= 4 x 86
= 344
Lowest Score = Lowest Weight x Number of Respondents
= 1 x 86
= 86

After the highest and lowest scores are obtained, find the scale range (RS) according to Sudjanya in the following way:

RS = n(m-1)/m

Information: RS = Scale Range

n =Number of Respondents

m =Number of Alternatives

Answer: RS=(86 (4-1))/4

= (86 (3))/4

= 258/4

= 64.5

Because 86 is the lowest number, to get the interval 86 plus 64.5. To get each interval from the answer category starting from the calculation of the lowest interval scale starting from the Not relevant criterion with a value of 86 added to the 64.5 interval interval, the result is the upper limit of the irrelevant category interval scale, so the result is the upper limit is 150 ,5. For subsequent calculations, the upper limit of the interval scale for the lowest answer criterion becomes the lower limit on the interval scale for the next criterion.

Table 3.6. Answer Criteria Scale Range

No.	Classification	Intervals
1.	Very Good (SB)	279.8-344
2.	Good (B)	215.2 – 279.7
3.	Not Good (KB)	150.6 – 215.1
4.	Not Good (TB)	86 - 150.5

To calculate the classification score in percent for respondents, it is necessary to find the minimum score, maximum score and interval obtained from the quotient of maximum score – minimum score divided by the number of choice weights, which can be described as follows:

Minimum score   =Number of items x lowest weight

= 27 x 1

= 27

Maximum score   =Number of items x highest weight

= 27 x 4

= 108

Max score-Min score: 108-27 = 81

Intervals $= \dfrac{\text{Skor max} - \text{skor min}}{\text{Skala}}$

$= \dfrac{81}{4}$

= 20.25

No.	Classification	Intervals
1.	Very Good (SB)	90 – 108
2.	Good (B)	69 – 89
3.	Not Good (KB)	48–68
4.	Not Good (TB)	27–47

To convert it into a percentage, the upper limit of the lowest scale range (47) is divided by the maximum score (108) multiplied by 100.

$\dfrac{47}{108}$x100

= 43.5 = 44

$\dfrac{68}{108}$x100

$= 62.9 = 63$

$\frac{89}{108}x100$

$= 82.4 = 82$

$\frac{108}{108}x100$

$= 100$

Table of Score Category Classification Based on Percentage for Respondents

| No.	Classification	Intervals
1.	Very Good (SB)	83% - 100%
2.	Good (B)	64% - 82%
3.	Not Good (KB)	45% - 63%
4.	Not Good (TB)	0% - 44%

3. RESEARCH RESULTS AND DISCUSSION

In this section it is explained about data description, data analysis and discussion. The results of this research are an illustration of students' perceptions of TikTok's educational content in increasing learning motivation. Researchers have distributed research questionnaires to 19 Education Technology students who are research subjects, then the researchers checked the research questionnaires and checked the completeness of respondents with the aim of ensuring that the questionnaires were processed further. This instrument was given to 86 Educational Technology 19 students. The next step was to create a data processing table and calculate the percentage weight of the Educational Technology 19 students' answers.
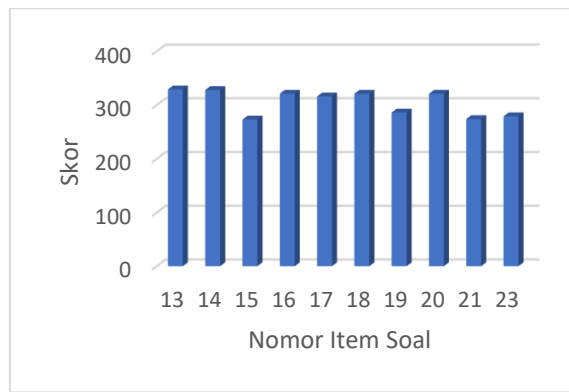
3.1. Research result

a. Description of respondent answer data based on variable 1 (Tiktok Application)
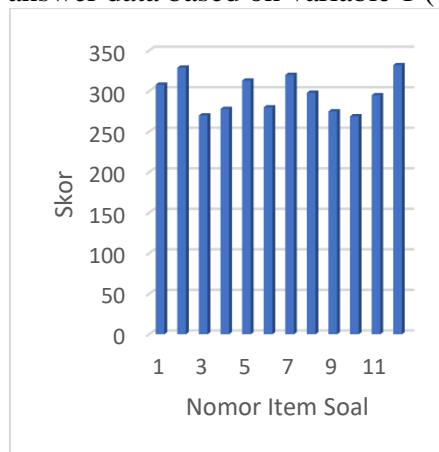
From the picture above it can be concluded that the total score for the Tiktok Application variable answer is 3567 with an ideal score of 4128. Figure 2 that item number 2 is the highest score obtained with a score of 329, while item number 3 is the lowest score obtained with a total score of 270. From the total score obtained, the percentage of the Tiktok application variable was obtained at 86.41 with the criteria of "Very Good".

b. Description of respondent's answer data based on variable 2 (Tiktok Educational Content)

From the picture above it can be concluded that the total score for the Tiktok Educative Content variable is 3052 with an ideal score of 3440. Figure 3 also shows that item number 13 is the highest score with a score of 329, while item number 15 is the lowest score with a total score 273. From the total score obtained, the percentage of the Tiktok Educative Content variable was obtained at 88.72 with the criteria of "Very Good".

c. Description of respondent answer data based on variable 3 (Learning Motivation)
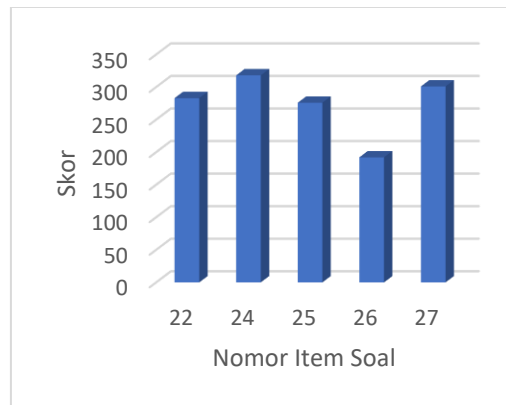
From the picture above it can be concluded that item number 24 is the highest score obtained with a score of 318, while item number 26 is the lowest score with a total score of 192. From the acquisition of an overall score of 1366 and an ideal score of 1720, the percentage of Learning Motivation variable is obtained 79.42 with the criteria of "Good".

d. Description of Students' perception Data Based on Sub Variables and Indicators

The research data that has been carried out generally shows that of the 86 respondents who were given a questionnaire with a total of 27 statement items, it was obtained that all statement items had been answered with a total accumulated total of 2,322 answers. This shows that 100% of the statements in the questionnaire have been answered. This data was then processed by determining the percentage of all answers, resulting in a percentage of 85.97 with the criteria "Very Good". This data starts from a comparison of the total score obtained, with the total ideal score where the total score obtained was 7985 points with the ideal score being 9288 points.

Variable	Sub Variable	Indicator	No. Item		Score	Ideal Score	Percentage Value Answer	Criteria
			Positive	Negative				
TikTok App	Social	Facilitate Social interaction	2,8	3,7	3567	4128	86.41	Very good
	Information	Submit information	4,6	1				
	Duration	Duration of Use of Tiktok	9,11	10,12				
Tiktok Educational Content	Educational TikTok Account	Follow a Tiktok account that contains	13					

		educational content			3052	3440	88.72	Very good
	Benefit	Benefits of TikTok's Educational Content	14,16	17,19				
	Impact	The Impact of TikTok's Educational Content	18.2	21,23				
Motivation to learn	independence	There is an urge to learn after watching Tiktok educational content	22,24		1366	1720	79,42	Good
	Environment	Motivated by the situation of the learning environment	26	27				
	Tenacious in facing difficulties	Attitude to adversity	28.3	29				
Amount			27		7985	9288	85.97	Very good

3.2.Discussion

1. Students' perceptions of the Tiktok application in increasing learning motivation

Based on the descriptive analysis by categorizing the Tiktok application in increasing learning motivation, it was found to be (86.41%) which is categorized as very good in the Tiktok Application variable.

If you look at the question item number, then question number 10 (duration of using the TikTok application) has the lowest item value, with a value of 269 points in the interval categorized as good. This means that some students agree to use TikTok for 3-6 hours a day.

Students' perceptions of TikTok educational content in increasing learning motivation

Based on the descriptive analysis by categorizing Tiktok Educational Content in increasing learning motivation, it was obtained (88.72%) which was categorized as very good in the Tiktok Educative Content variable.

If you look at the item item numbers, then question number 15 (Tiktok content often displays trends and challenges that are potentially dangerous.) is the lowest item value, with a value of 273 points in the "Good" category interval. This means that some students agree that Tiktok content often displays trends and challenges that are potentially harmful or harmful.

4. CONCLUSION

Based on the results of the research conducted, conclusions can be drawn based on descriptive analysis by categorizing the Tiktok application in increasing learning motivation as follows:

Students' perceptions of the Tiktok application in increasing learning motivation were found to be (86.41%) categorized very well in the Tiktok Application variable.

Students' perceptions of Tiktok educational content in increasing learning motivation were found to be (88.72%) categorized as very good in the Tiktok Educational Content variable.

Students' perceptions of increasing learning motivation were found to be (79.42%) categorized as good in learning motivation variables.

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