

Students' Perceptions of Utilizing the Tiktok Application as a Learning Resource in 12nd Class English Subjects at SMA Negeri 2 Painan

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Abstract

In this era of globalization, social media can become a popular learning resource. because users can access learning content from experts or users who have knowledge and skills in certain fields. After the pandemic, a number of students also often use TikTok as a learning resource because the content presented is entertaining and educative. This type of research uses quantitative research, descriptive analysis to answer questions about students' perceptions of using TikTok as a learning resource. Descriptive analysis works by describing the distribution of data. The data distribution in question is measuring central tendency and measuring shape. The techniques used in descriptive statistics in this research are percentage, average and standard deviation. that the perception of students at SMA Negeri 2 Painan regarding the use of TikTok Learning Resources in English Subjects is 66%, this means that the response according to respondents is Strong, the criteria for the percentage of respondents' responses is between 61-80%, then the results are declared Strong. Based on the findings above, the writer can conclude that TikTok has become a significant tool in learning English. The varied and creative content on TikTok helps students understand concepts and motivates them to learn. In addition, teachers are expected to pay more attention to the potential for using TikTok content in more dynamic and interactive learning strategies. it means that the response according to the respondent is Strong, the criterion for the percentage of respondents' responses is between 61-80%, then the result is stated as Strong. Based on the findings above, the writer can conclude that TikTok has become a significant tool in learning English. The varied and creative content on TikTok helps students understand concepts and motivates them to learn. In addition, teachers are expected to pay more attention to the potential for using TikTok content in more dynamic and interactive learning strategies. The varied and creative content on TikTok helps students understand concepts and motivates them to learn. In addition, teachers are expected to pay more attention to the potential for using TikTok content in more dynamic and interactive learning strategies. This means that the response according to the respondent is Strong, the criteria for the percentage of respondents' responses is between 61-80%, then the results are declared Strong. Based on the findings above, the author can conclude that TikTok has become a significant tool in learning English. The varied and creative content on TikTok helps students understand concepts and motivates them to learn. In addition, teachers are expected to pay more attention to the potential for using TikTok content in more dynamic and interactive learning strategies. The varied and creative content on TikTok helps students understand concepts and motivates them to learn. In addition, teachers are expected to pay more attention to the potential for using TikTok content in more dynamic and interactive learning strategies. The varied and creative content on TikTok helps students understand concepts and motivates them to learn. In addition, teachers are expected to pay more attention to the potential for using TikTok content in more dynamic and interactive learning strategies.

Abstract

Di era globalisasi ini, sosial media dapat menjadi salah satu Sumber belajar yang populer. karena pengguna dapat mengakses konten belajar dari para ahli atau pengguna yang memiliki pengetahuan dan keterampilan di bidang tertentu. Setelah pandemi, sejumlah siswa juga sering memanfaatkan TikTok sebagai Sumber belajar karena konten – konten yang disajikan menghibur dan edukatif. Jenis penelitian ini menggunakan penelitian kuantitatif analisis deskriptif untuk menjawab pertanyaan Persepsi Peserta Didik Terhadap Pemanfaatan TikTok sebagai Sumber belajar. Analisis deskriptif bekerja dengan menggambarkan distribusi data. Distribusi data yang dimaksudkan adalah pengukuran tendensi pusat pusat dan pengukuran bentuk. Teknik yang digunakan dalam statistik deskriptif pada penelitian ini adalah presentase, rata-rata, dan standar deviasi. bahwa persepsi peserta didik SMA Negeri 2 Painan terhadap pemanfaatan TikTok Sumber Belajar Pada Mata Pelajaran Bahasa Inggris adalah sebesar 66%, hal itu berarti tanggapan menurut responden adalah Kuat, kriteria persentase tanggapan responden ada diantara 61-80%, maka hasilnya dinyatakan Kuat. Berdasarkan temuan diatas, penulis dapat menyimpulkan bahwa TikTok telah menjadi alat yang signifikan dalam pembelajaran Bahasa Inggris. Konten yang bervariasi dan kreatif di TikTok membantu siswa dalam memahami konsep dan memotivasi dalam belajar. Selain itu, pengajar diharapkan untuk lebih memperhatikan potensi penggunaan konten TikTok dalam strategi pembelajaran yang lebih dinamis dan interaktif.

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1. INTRODUCTION

The progress of modern science and technology can all be done instantly and practically, completely mechanical and automatic, thus making changes to the modern times like today. Science and technology continue to move along with developments in human lifestyles. The pattern of life is increasingly shifting to an increasingly progressive pattern. The problems that currently often arise in society revolve around teenagers, education and social interactions. This is an issue that we must pay attention to in order to create a harmonious social life.

After the pandemic, a number of students often used TikTok as a learning resource because the content presented was entertaining and educative. This application provides a variety of content that

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can be used as learning resources, such as tutorials for learning foreign languages, or at school there is usually an English subject. The average material delivered by TikTok is about learning English that is related to the school material being taught.

Rahmat (2017) argues that perception is the experience of an object, an event or relationships that can be obtained by inferring information and interpreting a message. Perception is a view or a person's opinion about an object being observed, so that one can interpret or conclude an event and object that has been observed. This is through the process of assessing a person using the senses on the objects around him.

Learning resources are all kinds of sources in the environment around students whose existence facilitates the learning process including: messages, people, materials, tools, methods and the environment that students can use. In other words, students should not rely on the teacher as the only source of learning but can learn from the learning resources available in their environment both individually and together to help the learning process.

Various formulations regarding the definition of inventory have been put forward by many experts, including Dear (1990); Tersine (1994); Landvater (1997); Arnold (2008) and (Muller 2011). In principle, inventory is an idle resource whose existence awaits further processing. What is meant by further processes here can be in the form of production activities as found in manufacturing systems, marketing activities as found in distribution systems, or consumption activities as found in household systems, offices and so on (Bahagia, 2006).

Availability refers to the availability or existence of something in a certain amount or time. In general, this term describes whether something exists, is available, or can be accessed in a particular context or situation. Availability can refer to a variety of things, including goods, services, information or opportunities.

The use of social media in school learning is a relatively new topic, but some theory and expert views can help in designing relevant questionnaires. Technology-Based Learning Theory focuses on using technology to enhance learning. Six principles of technology-based learning, including the principle of relatedness. This principle says that learning must have a relationship with the real life and experiences of students.

The urgency and importance of TikTok as a learning resource depends on individual preferences and needs. While TikTok can provide engaging and interactive educational content, time constraints and short video format limitations limit the depth of explanation and understanding that can be provided. It is recommended to use it as an additional learning resource and always complement it with a more reliable and comprehensive source of information. Based on this description, the aim of this research is to describe and explain students' perceptions of the use of the TikTok application as a learning resource. In order to find out how students perceive, the availability of content and also the relationship between TikTok content and English learning at school.

2. RESEARCH METHODS

This type of research uses quantitative research, descriptive analysis to answer questions about students' perceptions of using TikTok as a learning resource. Descriptive analysis works by describing the distribution of data. The intended distribution of data is the measurement of center tendency and shape measurement. The techniques used in descriptive statistics in this research are percentage, average and standard deviation. The research was chosen to obtain data from exploration results regarding students' perceptions of the use of TikTok as a learning resource. The research respondents were class XII students of SMA Negeri 2 Painan.

Data collection was carried out online via Google form. There were 60 students recorded as respondents in this research. The research took place from August 14 to August 16. Data collection using the questionnaire method. The research questionnaire consists of 3 question indicators that

represent the formulation of the problem, namely the availability of TikTok content, interest in TikTok content and students' perceptions of TikTok content in English subjects. Furthermore, the research data were analyzed using descriptive quantitative analysis by recapitulating the data obtained from each question item in the questionnaire instrument and compiling a distribution table and displaying the data in the form of a diagram.

For each answer choice a score is given. Each item of the questionnaire has four answers with different weights/values. The score for the answer choices for the proposed questionnaire is as follows:

Table 1 Respondent Rating Score

NO	Alternative Answers	Value Weight
1	Strongly Agree (SS)	4
2	Agree (S)	3
3	Disagree (TS)	2
4	Strongly Disagree (STS)	1

source: Likert scale categories

Furthermore, to determine the ranking in each research variable, it can be seen from the comparison between the actual score and the ideal score. The actual score is obtained through the calculation results

all respondents' opinions according to the weight classification given (1,2,3,4). While the ideal score is obtained by obtaining the highest predicted value multiplied by the number of questionnaires multiplied by the number of respondents. If described using a formula, it will look like the one below

$$\% \text{Actual Score} = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

Source: Umi Narimawati (2010:45)

Information:

- The actual score is the answer score obtained from all respondents based on the observations that have been submitted
- The ideal score is the maximum score or highest possible score that can be obtained if all respondents choose the highest score answer

From the calculation results, the comparison between the actual score and the ideal score is contributed to table 1 as follows:

Table 2 Rating Scores

NO	Classification	Intervals
1	Very Strong (SK)	81%-100%
2	Strong (K)	61% - 80%
3	Enough (C)	41% - 60%
4	Low (R)	21% - 40%
5	Very Low (SR)	0% - 20%

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Aspect Availability content TikTok on eyelesson Language English. Availability refers to the availability or existence of something in a certain amount or time. In general, this term describes whether something exists, is available, or can

be accessed in a particular context or situation. Availability can refer to a variety of things, including goods, services, information or opportunities. The following is a diagram of the data findings conducted on all class XII students at SMA Negeri 2 Painan.

Figure 1. Content Availability Diagram

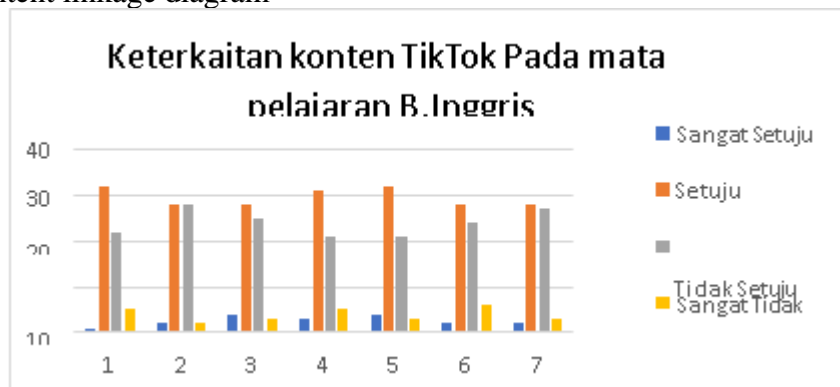


Source: Results of Research Data Processing

Based on the data presented in Figure 4.4, it can be seen that there are 7 statements on the indicators of availability of TikTok content in the English subject. In statement 2, more dominant students chose alternative answers that agreed, that is, 40 students agreed, and none of the students chose strongly disagree.

3.1.2. Aspects of the relevance of TikTok content to English subjects.

The researcher presents the results of a questionnaire that refers to the relatedness of TikTok content in English subject. The following are the findings of the data that researchers found: Figure 2. Content linkage diagram



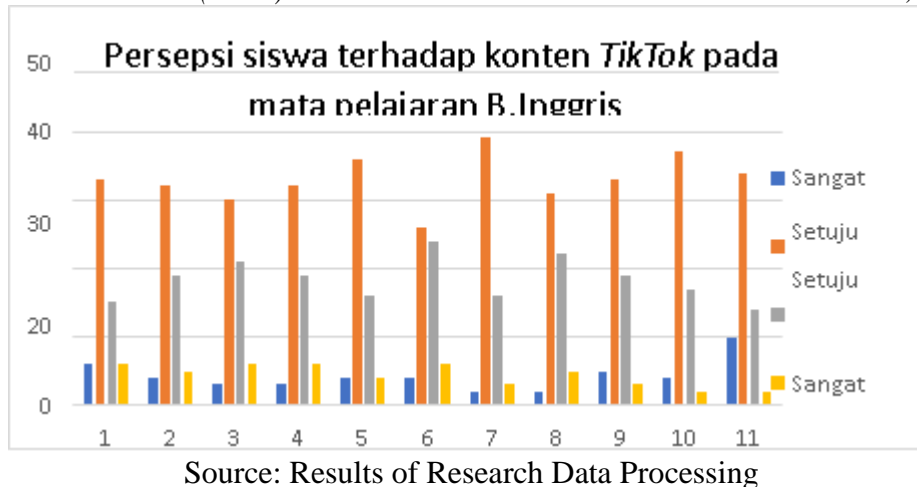
Source: Results of Research Data Processing

Based on the data presented in Figure 2, it can be seen that students' perceptions of indicators related to TikTok content in English subjects contain 7 statements. In statements 1 and 5, 32 students agreed, and only 1 student chose to strongly agree with statement 1.

3.1.3. Aspects of students' perceptions of TikTok content in English subjects.

Students' perceptions about the use of the TikTok application certainly lead to different perceptions for each student. This is because the perceptions that emerge from students come from their observations and experiences during the learning process. Following are the findings of data from students' perceptions of TikTok content in English subjects.

Figure 3. Content linkage diagram



Based on the data presented in Figure 3, it can be seen that there are 11 statements on the indicators of students' perceptions of TikTok content in English subjects. In statement 7 there were 39 students who agreed, which was a statement about motivation when studying in the application.

3.2. Discussion

In this discussion chapter, the researcher used a questionnaire to answer the question of Student Perceptions of the Use of the TikTok Application as a Learning Resource in Class XII English Subjects at SMA Negeri 2 Painan. Researchers will provide an explanation of each indicator:

1. Aspects of the availability of TikTok content in English subjects

The results of the respondent's responses of 69% to the statement that they often see videos on the TikTok application about English lessons show a significant level of agreement. In the predetermined rating category, namely 61% - 80%, the percentage of 69% is within that range, which directs the results into the Strong category. This means that the majority of respondents have a strong view of the availability of TikTok content in English. The fact that a sizable percentage of respondents feel they often watch video lessons on TikTok shows recognition of the platform's role in providing information and explanations related to English subjects. That way, the respondent's response to this statement can be considered as strong,

2. Aspects of the relevance of TikTok content to English subjects

Based on data analysis from the questionnaire indicators for the relevance of TikTok content in English subjects, it can be concluded that respondents' responses to the relevance of TikTok content are strong. The majority of students felt that TikTok content was relevant to the subject matter, helped connect concepts, and could be used in English-related assignments or projects at school. This shows the potential to utilize TikTok content as an effective learning aid in the context of English subjects. we can see that the percentage value for all statements is above 60%, which means that the majority of respondents gave a positive assessment of the relationship between TikTok content and English subjects.

3. Aspects of students' perceptions of TikTok content in English subjects.

From the average percentage results obtained from all statements, namely 65%, we can classify that the respondents' response to students' perceptions of TikTok content in English subjects is Strong. This is categorized as such because the percentage value is between 61% - 80%, which shows that the majority of respondents have a positive view of the benefits and impact of TikTok content on English language learning. Most respondents felt that TikTok content helped them understand new vocabulary, provided variety in learning, improved listening and pronunciation skills in English, and provided an interesting learning approach. Besides that, Respondents also feel motivated to learn English when there is interesting content

on the TikTok platform. This shows that interesting and relevant content on TikTok has the potential to increase students' learning motivation in the context of English subjects. This conclusion provides insight into the potential for using TikTok content as a supporting tool in English language learning.

4. CONCLUSION

From the results of the research above, which is supported by the distribution of questionnaires via Google Form in class in supporting learning English. Many students find TikTok content related to English lessons very available and useful. This content helps students understand grammar concepts, expands vocabulary, connects course material to everyday life, and can even be used in school assignments or projects. Educational and creative accounts on TikTok make a positive contribution in motivating students and helping them more.

Findings the data shows that most students feel the connection between TikTok content and the subject matter taught at school. They identified that TikTok content can support understanding, enrich explanations, and relate lesson concepts to real situations. This provides variety in the way of learning and widens the way students view learning English.

Students have a positive perception of TikTok content in English learning. They felt that the content helped them in various aspects, such as understanding new vocabulary, improving listening and pronunciation skills, and providing an interesting and innovative learning approach. Many students also tend to share useful content and see the potential of using TikTok as an additional learning tool in various subjects.

Based on the findings above, the author can conclude that TikTok has become a significant tool in learning English. The varied and creative content on TikTok helps students understand concepts, expands their vocabulary, and motivates them in learning. However, it is important for students to remain critical in selecting accurate and relevant content. In addition, teachers are also expected to pay more attention to the potential use of TikTok content in a more dynamic and interactive learning strategy.

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