IS TIKTOK RECOMMENDED TO BE USED IN LEARNING?

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Abstract: Social media has the potential to enhance the learning process. At the moment, students often use social media to study, including TikTok. However, most teachers said they were still hesitant about using TikTok for learning. Therefore, a literature review is necessary to provide an up-to-date overview of this platform. Based on the characteristics of social media which develop and change rapidly with the times, the researcher considers that rapid review is the right method to answer the questions asked. Articles were selected from the Wiley, ERIC, Taylor, and IEEE databases, with the following requirements: 1) published from 2020 onwards; 2) pass the peer review process, 3) be written in English and Indonesian. The article answers several questions: 1) What are the strategies to utilize TikTok for the learning process?; 2) How do students perceive Tiktok as a learning media?; 3) How do teachers perceive TikTok as learning media?. The results show that TikTok has been used in learning, it was shown from the total of 14 articles collected that have a good perception of the use of TikTok in learning. Therefore, students and teachers have shown positive responses about using TikTok for learning in this digital era.

Keywords: learning media, learning, social media, tiktok

Introduction

Social media is an internet-based network that facilitates communication with other users that can be accessed via computers or smart devices. The use of social media continues to increase as a result of increasingly rapid technological developments, even learning in the current era can be done through social media. Social media makes it easier for users to participate, share and create content, such as blogs, wikis, virtual worlds, and so on (Ni Luh Warini., et al, 2020). Social media has the potential in learning to collaborate and share knowledge.

Based on Bahrin's research (2021) says that technology, information, communication (ICT), and social media can be used as learning tools. Tubagus's (2019) study also uses social media in class to help students learn English. In China, Chengyan Zhu et al (2020) used the social media TikTok to communicate health to provincial health offices. According to Rahmawati (2020), using social media in learning activities can make learning materials more fun, such as videos, photos, captions, and others.

One of the social media platforms that currently in demand by all people from 2020 until now, especially Millennials and Z-Generation is TikTok. TikTok, an application founded in 2016 in China, which a Chinese pattern named Douyin, is a platform for making and sharing short videos, which has since become one of the fastest-growing social networks in the world (Audrey A. B. I., 2021). The majority of TikTok application users are Millennials and Gen-Z. This application can be an entertainment medium for making and sharing videos with other TikTok application users. This

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application is shaped by creating and sharing video content with fellow TikTok users.

TikTok is an emerging social media platform that is popular among new-generation students (Sasina N., & Titiworada P., 2022). Based on Business of Apps data, there are 1.6 billion active users of TikTok in the world by 2022. This number has increased by 32.1% compared to the previous year of 1.21 billion users. Business of Apps also noted that the TikTok application was downloaded 748 million times throughout 2022. This number increased by 0.94% compared to the previous year of 741 million times (dataindonesia.id).

Learning media is part of the learning framework that cannot be separated. The ideal learning media should be interesting, close to students, and make them happy and familiar. The TikTok application is an application that is very familiar to the current generation so if it is used properly, the Tik Tok application will become an interesting and fun learning medium (Lira Hayu & Afdetis Mana, 2021).

As previously mentioned, TikTok is a social media in the form of videos. In the time it takes, you can already make videos with special filters and use songs that are currently popular. TikTok videos are created on a mobile phone, by using a phone camera to film the desired footage and then using the features within the application to add audio and visual effects (Hayes C., et al., 2020). In addition, users can share the videos they make to other applications such as Twitter, Instagram, or Facebook (Anggi E Pratiwi., et al., 2021). TikTok is very popular among young people because of the various creative things that can be done with friends, such as challenges, which are programs that contain challenges that can be done with friends or alone.

The TikTok application can attract students' interest because of its various features that can be realized in the learning process (Adela A. D., 2022). In addition, based on research conducted by Aimee Jacobs, et al (2022) said that the TikTok application also has a positive effect on student performance because TikTok videos are easily accessible for learning. The mission of this TikTok application is to inspire creativity and bring joy because even though the video duration displayed is short, it can be packaged properly so that it is not boring (Erica T. H., et al., 2021). There are many content categories on TikTok that you can enjoy, namely comedy/memes, education, fashion and beauty, food, and video vlogs. The TikTok application can be used as a learning medium because it has many benefits and is effective in helping students and teachers in teaching and learning activities in the 20th century (Anggi E Pratiwi., et al., 2021).

Based on this description, it is known that the TikTok application is an application that is very popular in the current era so it can be used as a learning medium. There needs to be further research on the use of TikTok in the learning process, including research on literature review. Literature reviews are needed to assist teachers, school leaders, stakeholders, and even policymakers. Previous research only examined the use of TikTok in certain areas of learning such as language use. Therefore the following review will be expanded on many different subjects and levels of education. The research questions to be answered in this study are:

1. What are the strategies to utilize TikTok for the learning process?
2. How do students perceive TikTok as learning media?
3. How do teachers perceive TikTok as learning media?

Methods

Based on the characteristics of social media that are rapidly changing and developing, such as layouts appearance, available features, to the algorithm applied, the researchers assessed that rapid review research was a suitable method for answering the questions asked. Rapid review is an approach to describe the results of analysis from various kinds of literature and will be used to assist certain parties in making decisions. This method uses less precision than traditional systematic reviews.

The article search process was carried out on the Wiley, ERIC, Taylor, and IEEE databases by entering the keywords "TikTok" and "learning", which were matched with titles, keywords, and abstracts. This database provides publications in the field of educational technology. The selected articles are articles published in the range of 2020 to 2022. Furthermore, the criteria for the articles used in this study are:
1. Articles have been published in journals or proceedings.
2. Written in English or Indonesian.
3. TikTok is applied to learning.
4. Articles are accessible.

Articles are collected and filtered by looking at the abstract and full text. Finally, from a total of 118 articles collected, there were 14 articles used in this study.

Results and Discussion

From several studies, 14 articles met the criteria. Judging from the year of publication, research on the use of TikTok for learning began in 2020. The research subjects involved were teachers and students. Meanwhile, when viewed from the level of education, research on this topic was found at Kindergarten/KDG (n=1), Elementary School (n=1), Junior High School/JHS (n=4), Senior High School/SHS (n= 4), and Universities (n=6). This shows that Tiktok has been scrutinized, even at the kindergarten level. Research on kindergarten is the only study that includes parents as part of the research subject. Judging from the subjects taught, the research was conducted in the science group (n=3), languages (n=6), arts and culture (n=2), and sports (n=2). Meanwhile, another study was conducted at the university level with a general topic, namely Clean and Healthy Behavior.

Table 1: Article Summaries

No	Year	Author	Participants	Level	Subject	Country
1	2020	Height et al.,	75 students	University	Chemistry	US
2	2020	Hayes et al.,	29 students	University	Chemistry	UK
3	2021	Aziz & Sabella	40 students	SHS	Language	Indonesia
4	2021	Escamilla-Fajardo et al.,	65 students	University	Sport	Spanish
5	2021	Halimah et al.,	10 students	SHS	Languange	Indonesia
6	2021	Hamzah et al.,	103 students	JHS	Art & Culture	Indonesia
7	2021	Ining	8 students	University	Language	Malaysia
8	2021	Puspitasari	20 students	University	-	Indonesia
9	2021	Syaifuddin et al.,	85 students	SHS	Language	Indonesia
10	2021	Zaitun et al.,	36 students	JHS	Languange	Indonesia

11	2022	Nu'man et al.,	20 students (parents)	Kindergarten	Language	Indonesia
12	2022	Radin & Light	-	University	Research Immersion	US
13	2022	Niyomsuk & Polyiem	35 students	JHS	Art & Dance	Thailand

RQ1: What are the strategies to utilize TikTok for the learning process?

Based on several studies, the use of TikTok in learning activities can be categorized into two. First, TikTok is used as a learning resource. Teacher direct students to access content in the form of videos available on TikTok. Some of these contents were developed by subject teachers and some came from other accounts. Apart from video access, TikTok also has a Live Streaming feature. From several studies, only Puspitasari's research (2021) uses TikTok Live as a strategy for using TikTok for learning. TikTok Live is a live broadcast activity carried out by the account owner, which can be watched by his followers. Account followers can view and provide feedback, such as asking if there are things you want to ask, or providing additional explanations. Account followers will also be able to get notifications if the account being followed is temporarily going live.

Second, the Tiktok application is used as a learning tool. After students study the material, students are then assigned to design a video concept and develop it into a product. In Height (2021) and Radin (2022), making videos aims to improve students' science communication skills. Students are expected to be able to explain material in an easy-to-understand manner. Meanwhile, making videos can also be a means for students to demonstrate students writing and speaking abilities in language lessons (Halimah et al., 2021; Nu'man et al., 2022; Zaitun et al., 2021) and students' dancing skills in other subjects. Arts & Culture (Niyomsuk & Polyiem, 2022).

On TikTok, there is a duet feature that can also be used for learning. As in the research of Ining (2021) and Niyomsuk & Polyiem (2022), where students are invited to duet with the teacher's video. Through this feature, students can carry out learning interactions with teachers, and teachers can also provide feedback. This can provide a good learning experience for students because they learn closely with their teachers through social media.

These content assignments can be personal, in pairs, or in groups. Several studies have used Tiktok not only as a place for uploading videos. The comment and like features can be used as a way to provide feedback. Giving feedback is also not limited only to the teacher, students can also be involved. Another strategy shows that the teacher can create a competition. The teacher first selects some of the best content, then allows students to choose what they think is worthy of being their favorite content. Students with the most favorite content receive additional points (Escamilla-Fajardo et al., 2021; Height et al., 2021).

In (Hayes et al., 2020) a strategy is explained for publishing videos so that videos are more widely accessed by users. The strategy is:
1. Pick titles with rhetorical questions (if possible) to entice viewers to view the video;
2. Choose the most visually exciting frame for the thumbnail; and
3. Use trending hashtags, such as #scienceexperiment, #diychallenge, and #fyp ("for you" page)

However, this strategy may vary according to the latest algorithms created by the TikTok developers. Considering that TikTok users tend to be aged 18 and under, several studies suggest that videos should also be shared on other platforms, such as Instagram, Youtube, and Twitter, to reach more users.

RQ2: How do students perceive Tiktok as learning media?

Based on the results of the study, there were 12 out of 14 studies investigated how students view learning when using the Tiktok application. The student's views on the use of TikTok in learning are as follows.

1. Facilitate student learning understanding. As found in Hayes and Radin, Science material becomes easier to understand with the videos provided. Collaboration of pictures, videos, text, illustrations, and audio in the right composition certainly helps students understand the material.
2. Make learning more fun, and interesting, and create the impression of not being pressured. The method of delivering material on TikTok is different from a rigid lecture. This is considered to reduce pressure and boredom in students (Putri & Astutik, 2021).
3. Easily accessible. This application can be downloaded free of charge, and devices that can use TikTok are not only on cell phones but can also use PCs or laptops. The save feature also allows students to save and play back videos whenever and wherever students want to study.
4. Adding new skills, namely making and editing videos and using the TikTok application for students who have never used it before.
5. Encouraging students to become creative individuals through varied assignments.
6. TikTok is a tool or a supplement.

Even though TikTok is seen as an interesting tool, it is still a tool or a supplement that helps the learning process. Assistance from teachers and parents still plays a more important role than just providing the video.

RQ3: How do teachers perceive TikTok as learning media?

Based on the research results there are 4 out of 14 studies investigating how teachers perceive the use of TikTok. The findings show that the teacher's views confirm what students have conveyed, namely:

1. Videos help to understand. This finding is inseparable from the importance of choosing or developing learning videos that are by the characteristics of the material, student characteristics, and learning objectives. Included in assignments, is the role of helping students build their knowledge because the ability to explain material in an easy-to-understand way or do record practice can only be done if the students themselves already understand the material being discussed.
2. Able to improve learning outcomes according to the learning objectives planned, it even improves the communication skills and creativity of students.
3. Students learn actively and do not feel bored. This experience can be felt by students if the teacher has prepared a learning plan carefully, such as what activities will be carried out during learning, and how the teacher accompanies the student learning process. The teacher's creativity and the teacher's ability to choose the right strategy are the main points so that students can be encouraged to be active and receive fun learning (Arifin, 2022).
4. More varied. Students have more study references and can be adjusted according to their interests, not limited to certain topics considering the large number of videos that can be accessed.
5. Effective. The effective context in question is that Tiktok facilitates students to be able to learn anytime anywhere, playing videos over and over again.

6. Meaningful. Students gain complex learning experiences, involving affective, cognitive, and psychomotor aspects, and relevant to everyday life. Meaningful learning will be easier for students to accept and not easily forgotten.

Investigating the use of TikTok in learning, several things are necessary to be aware of when using TikTok as a learning resource and tool.

1. Ensure the availability of suitable devices and signal availability as preparatory steps for using TikTok as a learning resource.

2. Ensuring students' ability to operate the TikTok application, even if many students are already familiar with this application.

3. Ensuring that the video material that students use is by student characteristics, material characteristics, and learning objectives. Even though many learning resources discuss the same topic, not all videos contain the correct material (Ghozali et al., 2022)

4. Ensuring there is assistance when students use TikTok. At the kindergarten level, assistance is certainly needed considering that children at kindergarten age are not yet able to operate gadgets fluently. Meanwhile, assistance at other educational levels is needed to ensure that TikTok has a positive impact on students and not the other way around. Several forms of assistance that students need in using TikTok are:

   a. Help students build their knowledge. This is to deal with conditions found at the educational level or characteristics of certain students that students have not been able to see relationships or take lessons from the videos they see on TikTok (Garcia et al., 2022);

   b. Direct students to self-monitor and behave appropriately when using it, and within a reasonable amount of time (Ye et al., 2022). This is due to the possibility that the use of TikTok will cause students to be addicted to using TikTok for an excessive amount of time but not using it for learning (Escamilla-Fajardo et al., 2021);

   c. Emotional support and caring in the student learning process. The learning process is not always fun, and students need roles that can accompany them in these times that technology cannot (Literat, 2021).

5. Ensuring the level of students' ability in video editing skills. This needs to be considered for teachers who assign students to make videos and upload them on TikTok.

6. Ensuring students stay on the signs of using social media for learning. Each teacher certainly has boundaries that are made based on the characteristics of students and the learning environment.

7. Ascertaining the extent to which students are capable of video editing, specifically for learning that assigns video making. When there is a video maker assignment, student analysis is needed so that the teacher can provide appropriate assistance according to student needs. In Halimah (2021), for example, based on the student's condition, before the assignment students learn the steps for making the video.

In addition, some recommendations that can be given to teachers, learning developers, and researchers are as follows.

1. Sharing to other platforms. Not all have a TikTok account or vote TikTok is a social media that is often used. Therefore, videos that are considered useful for learning should also be shared on other platforms, so that they are more useful.

2. Subject collaboration. When using TikTok as a learning tool, the learning goals can expand. This makes it possible to collaborate on more than one subject or set up project-based learning. For example, an assignment to make a chemistry explanation video could cover two learning objectives, namely for students to understand chemistry material (for chemistry class) and for

students to be able to speak or write an explanatory text (for language class). Another example is the task of making a dance practice video and uploading it on Tiktok can cover two learning objectives, namely students' dancing skills (for dance subjects) and students' ability to create and edit videos (for computer lessons).

3. Maximizing the features contained in TikTok and applying them to other subjects. TikTok has several features that have the potential to be used in the learning process. Some of them are facial filters, text overlays, voice syncing, unscored quizzes, flashcards, stickers: poll & add photos, reply with video, and stitch (Khlaif & Salha, 2021; Putri & Astutik, 2021). These features still require creativity and strategy in their use as identified by Putri & Astutik (2021). This utilization was found to only be carried out in certain subjects, so the results are not yet known when applied to other subjects. In addition, several studies have observed how users respond to the sizes of likes, comments, and views on learning videos that are shared and found to get a positive response. However, these videos have not been investigated further on how their impact is when implemented in the classroom.

Conclusion

As one of the platforms that are close to students, TikTok has the potential to be used as a learning media that can improve students' knowledge. TikTok has been used in learning and as a result, students and teachers tend to respond positively to the use of TikTok in learning. However, this research still has limitations, namely that it has not found sufficient research to discuss the effectiveness of TikTok on learning outcomes. Further studies should be carried out to address these limitations.

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Declaration of Interest Statement

The authors declare that they have no conflict of interest.

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