The Development of Online Learning Media Based on TikTok for Teaching Local Wisdom Course During the Covid-19 Pandemic

Syarifuddin(✉), Sinta

Faculty of Teacher Training and Education, Sriwijaya University, Palembang, Indonesia
syarifuddin@fkip.unsri.ac.id

Abstract—This research and development (R&D) study aims at utilizing a highly trending social media platform, TikTok, as an audio-visual online learning medium for South Sumatra's local wisdom course in the History Education program of Universitas Sriwijaya. This study uses the ADDIE development model as its framework, framing the whole process in its five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subject chosen was History Education students at Universitas Sriwijaya. Two validation points were used to gauge the validity and effectiveness of the proposed learning medium, namely the results of expert validation and field trials. There are three aspects of the learning medium to be validated by experts on related fields: the materials, the language, and the visuals. The results returned positive with the materials aspect getting a score of 4.67 (very valid), the language aspect getting a score of 4.67 (very valid), and the visuals getting a score of 4.85 (very valid). Meanwhile, the results of the field trials returned with a normalized n-gain of 0.9 (highly effective). These results mean that the proposed online learning medium using TikTok as its platform was proven both valid and effective.

Keywords—slearning medium, TikTok, local wisdom, Covid-19

1 Introduction

Open the document you would like to format and import the styles. How this The Covid-19 pandemic has surely changed how we as humans view and deal with our activities [1], including our way of conducting teaching and learning processes of every level [2]. The ordinary, face-to-face learning activities could no longer be carried out and needed to switch to online learning through the Internet [3]. This rapid, necessary switch was quite a massive challenge to overcome both by the educators and the learners, and it still does need new ideas either in terms of the learning activities or the materials to be presented, preferably ones that are utilizing the Internet itself and other forms of Information and Communication Technology tools for ease of use [4].

Globalization has made our species inseparable from our gadgets, or tech devices in general [5], especially since they have many roles in a lot of aspects of our everyday lives [6]. One of the most rapidly growing area of technology today is the Internet,

something that has enabled us to easily access information of any kind from anywhere [7]. And within it, social media is the most widely used platforms for people to access things, be it dense information or mere entertainment [8].

Contrary to popular belief, social media aren't a mere source of entertainment, but it can also be implemented in a teaching and learning environment, more specifically as a learning medium [9]. A learning medium are things used by an educator or a teacher to deliver their teaching materials, especially in an interesting and interactive way to further engage their students in a particular classroom course or subject [10]. It is hoped that by using a social media platform as the learning medium, the teaching and learning process could become independent of time and place [11].

All kinds of learning media need to be made, constructed or orchestrated with the ongoing teaching and learning process during the pandemic, considering that several teaching and learning models have been implemented following the outbreak of the Covid-19 virus [12]. One of the biggest shifts in the teaching and learning process during the pandemic was the instruction from the government to conduct all sorts of teaching activities online through the Internet [13], following the order to decrease public interaction. This online learning approach relies heavily on both parties'—the educators and students'—Internet access [14].

The Covid-19 pandemic made it difficult for in-class, face-to-face teaching to be conducted, especially with the orders of limiting social interactions from the government [15]. Therefore, online learning was the way to go in most educational institutions in Indonesia, which others like to call it distance learning [16]. The downside to this approach was, among other things, a less effective teaching with students complaining about boring and not interesting materials or "class" activities [17].

Online learning limitations such as in terms of difficulties in communication (be it due to human factor or technical factor) made the materials not delivered optimally [18]. One neat solution is to direct the students into using their own devices to access additional materials and information at their own time, in their own way, even if it means accessing social media [19, 20].

Plenty of social media platforms can be utilized in a teaching and learning process as a learning medium [21], among which is TikTok that has become very famous and loved by quite a lot of people, especially teenagers [22]. We are social Hoot Suite estimated that in 2020 TikTok was downloaded for more than 1.5 billion times, ranking in at number 4 for most downloaded, non-game application in 2019 [23]. The fact that TikTok presents itself as an audio-visual oriented social media platform can make it easy to implement in an online teaching and learning environment [24], especially on the topic of toponymy in Palembang's context this study is concerned about.

Toponymy is the study of place names, more specifically the development and changes of a particular society over a period of time, overshadowed by their naming of places they went to or lived in [25]. The word toponym itself came from the Greek for "place" topos and an English suffix "-onym" forming nouns denoting a word having a specified relationship to another. In the world of Geography, for example, toponymy is often referred to as topography, which has basically the same meaning, only that it refers to a broader naming of places on the surface of the earth [26].

Toponyms reflect the people's perception on language, its uses, and its connection with their environment [27]. Toponyms are cultural artefacts left by a number of complex interactions between people's ideas, culture and environment [28]. In general toponyms have a strong historical sense [29], as they were created at a certain point in time, complete with its current conditions on geography, culture, and the people's cognition and attitudes around that time span [30]. The names of places are an essential part of cultural landscapes and heritage [31].

Toponyms are a result of cultural values of a social group living in a particular place and their interactions with the surrounding environment, whether it is in the physical, meta-physical or even non-physical forms. Toponymy (the study) is concerned with the naming of places with the intention of providing information of the place's origins as mostly seen from how it was or is called [32]. The most prominent cultural feature in toponyms is language, especially seen in pseudo-functional, symbolical perspective in the context of ideological use in a given culture [33].

From what has been explained above, toponyms can be seen as a strong reference when looking for cultural marks, development and characteristics of a given area, generally because the name of a place reflects the area's geographical, cultural or social condition. And as time goes by, changes in how a particular place is called (or lack thereof) can also become a starting point at seeing the dynamics of the people living in that area in correlation with how their ancestors were, and so how things have changed over the course of several generations. Toponyms can also be interpreted as local, cultural identity that makes the area unique to others, mainly because the name a place was given or called is mostly a direct result of the area's cultural values and ideas that have accumulated from many years of interaction between the people living there and their surrounding environment.

2 Research methods

This research follows the ADDIE research and development model as its guideline in carrying out the whole analytical and developmental processes. As the name suggests, the ADDIE model has five main stages in it, namely analysis, design, development, implementation and evaluation.
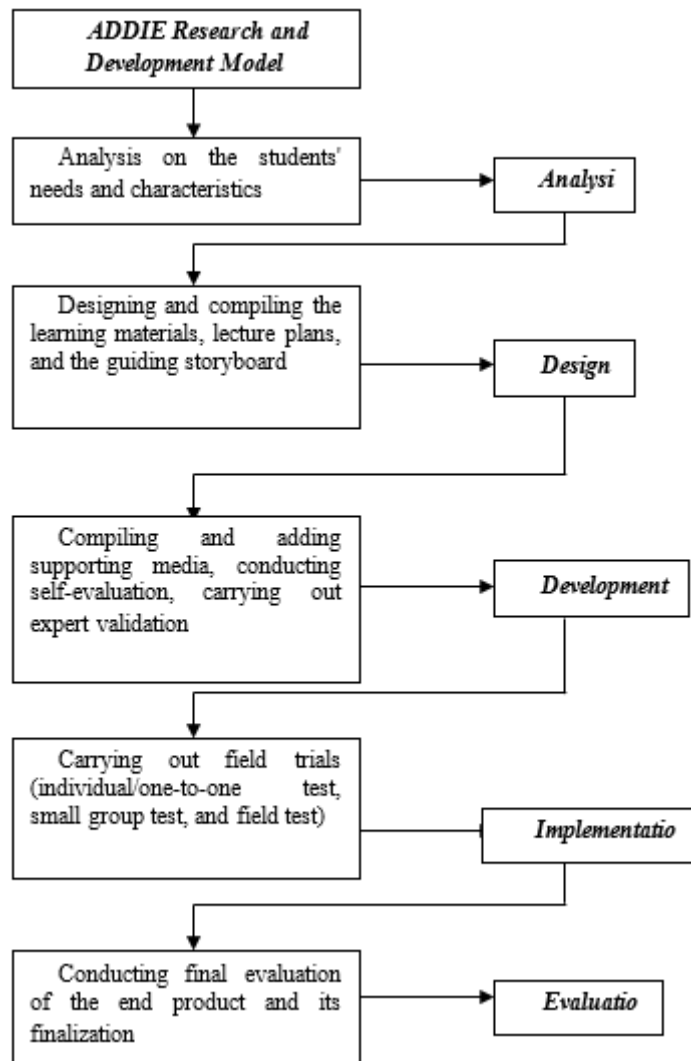
Fig. 1. ADDIE Research and Development Model Research Stage Chart

3 Result and discussion

TikTok is a relatively new social media platform based on short videos with catchy music that is often used to show off the users' creativity online [34]. Its catchiness can also be used in a learning environment as the medium for certain materials especially in an online learning situation [35] like it is now in Indonesia. In addition, the fact that most of its userbase is mostly teenagers might theoretically help in its implementation, considering the catchy videos and music and the fact that they almost always have their

phones with them at any place and any time, with hopes that putting local wisdom materials in TikTok might boost their interests and materials absorption [36, 37].

Such approach on utilizing TikTok as a learning medium has been carried out before, and with it came an accurate result on its effectiveness on the learning process, as evidenced by Puspitasari on her research entitled "TikTok as Distance Learning Media for Students of Universitas Indraprasta PGRI". Her research result shows that as a learning medium TikTok was proven quite effective as can be seen from the average questionnaire score of above 80% on its effectiveness in terms of "unlimited" learning space and time and on its effectiveness in helping to reduce the Covid-19 infection spread. This is primarily because by utilizing such online teaching and learning medium individuals of both groups (teachers and students) aren't having a face-to-face interaction, but rather via the Internet through their gadgets' screen [38].

In this research the TikTok-based online learning materials on toponymy throughout Palembang is developed to further fulfill the needs of effective and interesting materials for History Education student on the local wisdom of Palembang, specifically on the varieties of place names and the story behind them. For this purpose, several developmental steps and preparations were carried out to have a successful, valid result in this study, as can be seen in the following chart.
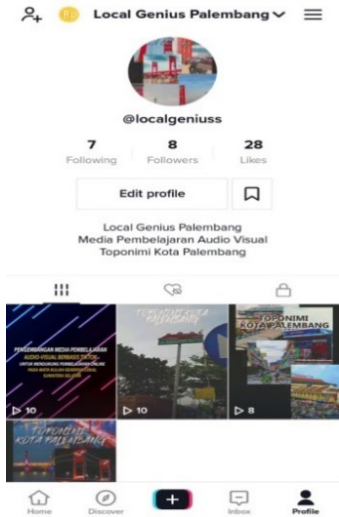

Fig. 2. Needs and characteristics analysis

Looking at the result of the needs and characteristics analysis above, a new, innovative learning resource is urgently needed where it would utilize the same ITC-based approach in line with the ongoing online learning that is happening right now. This is none other than to limited (not to mention less up to date) learning resources and approaches, especially when considering the online learning processes and text-book based materials that evidently makes teaching and learning less convenient and interesting since two forms of delivery media need to be hold. The ultimate goal of all this is always to increase the students' learning will and interest which at the end results in their excellent learning, knowledge and skills outcome.

The video-based learning medium developed in this study is composed of four video parts which are later uploaded on the TikTok account previously made for this purpose. The first part is the introduction to the topic at hand. The second part contains street

toponymy in Palembang. The third part contains toponymy of traditional markets in Palembang. Lastly, the fourth part contains toponymy of bridges in Palembang, as well as acts as a closing video. A snippet from the videos can be seen in the storyboard below.

Table 1. A snippet and a storyboard of the developed TikTok video-based learning medium

Layout	Narration
	No sound No narration This layout only shows a frame of a whole video uploaded on TikTok
Information of the Appearance	**Information of the Animation**
The layout view shows the user's TikTok profile page along with all the buttons and features the social media platform provides, such as the user's bio (biography), thumbnails of the uploaded videos, and navigation buttons of the social media app.	The user profile page only contains moving/animated thumbnails of the main video that shows very shortly what it is about.
	Transcription: Pasar 16 Ilir Located at Jalan Pasar Baru 16 Ilir and along the Musi riverside, this traditional market has been operational since the Dutch colonialism, specifically in 1939. Previously, this market was known by the local people as Pasar Tengkuruk due to its close proximity to the Tengkuruk river—now gone
Information of the Appearance	**Information of the Animation**
The snippet shows the running text element of the video that changes according to what is shown, such as in this case it shows the picture of Pasar 16 Ilir, and so the displayed text explains its condition.	Transitions happen between different visual elements of the video, such as parts of the places being explained, the running text that accompany the narration, as well as different location altogether. In terms of the audio transition, it happens in accordance with the visual elements, and is made up of music with narration or music only.

The next step to be taken towards the developed materials is presenting them to relevant experts to gauge its validity following certain, strict validity scoring criteria. This stage is a must in such a research and development study like this one. This step is carried out before presenting the developed materials to the target students for field trials.

Table 2. List of the expert validators

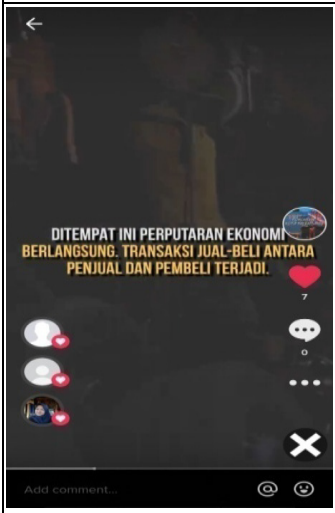| No.	Validator	Profession and affiliation
1.	Dr. Muhamad Idris, M.Pd. (materials validator)	History Education lecturer at Universitas PGRI Palembang
2.	Akhmad Rizqi Turama, M.A. (language validator)	Indonesian Language and Literature lecturer at Universitas Sriwijaya
3.	DwiSusenoWati,M.Pd.(media/visual validator)	Founder of CV Edufoundesia

The results of the expert validation process returned positive in general, even though some elements of the learning materials need to be revised or corrected, more specifically in terms of the language used. These revisions were based on the comments given by the language expert, Akhmad Rizqi Turama, during the validation process.

Table 3. Comments and advice received from the language validation process

Comments	Advice
The main comments from the expert regarding mistakes in the language use in thisTikTok video-based materials revolve around wrong punctuations and non-standard words.	One of the advice regarding mistakes in the language use is to change " where it is a place for economic activity from buying and selling" into " here economic activities take place, coming from buying and selling transactions between buyers and sellers".

At this stage advice regarding the mistakes in terms of the language use has been taken, and the errors have been corrected. For example, in the third video, the one about traditional markets toponymy, at first it was written "where it is a place for economic activity from buying and selling", and now it was revised into "here economic activities take place, coming from buying and selling transactions between buyers and sellers". Over all, the language used in the online learning materials was deemed very good by the expert, as only a few mistakes were found regarding word choices and punctuations. The summary of this language error revision process can be found in the Table 4.

Table 4. Revisions in terms of the language following the advice from language expert during the validation process

Before	Comment
	This frame shows the initial text where at first it was written "where it is a place for economic activity from buying and selling"
After	**Explanation**
	And here the mistake above has been revised into "here economic activities take place, coming from buying and selling transactions between buyers and sellers"

The developed online learning medium utilizing TikTok in its delivery returned with positive result from the expert validation stage, along with very supportive and constructive comments and inputs in each of the three reviewed categories. This was evidenced by the received validation scores. Dr Idris gave a score of 4.67 to the presented materials with a very valid label. On the language side of the learning medium, Akhmad Rizki Turama gave a score of 4.67, also with a very valid label. Lastly, the media/audio-visual side of the learning medium received a score of 4.85 from Dwi Suseno Wati with a very valid label.

After the results of expert validation were received (in this case with fortunately very positive turn), the next step to be taken is presenting the developed audio-visual learning medium to the target students in a series of field trials. There are three kinds of field trials to be conducted, starting with a one-to-one test to three individuals, followed by a small group test for a small number of students but more than the one-to-one test, and ended with the whole population field test. The first kind of field trials, the one-to-one test, give the three students of each corresponding student knowledge skill (i.e. low, average, and high) a set of questionnaires in hopes that they would be able to identify the flaws or shortages of the presented learning medium for further evaluation at the end of the research stage.

Table 5. Comments given by the three students in the one-to-one field test

No.	Respondents	Comments
1.	AO	The given TikTok-based online learning medium really does help in concisely absorbing new knowledge in a non-boring way.
2.	AR	The biggest contribution of this type of learning medium on the toponymy of places is Palembang is it helps in gaining new knowledge in an interesting, not boring manner.
3.	NA	To me it's good as TikTok is gaining so much popularity, and with it being implemented in a learning process makes the social media platform not only acts as a mere entertainment center, but instead used as something positive and productive.

The comments received from the three students in the one-to-one field test revealed that the materials regarding toponymy in Palembang presented to them were adequate and concise, while TikTok as the medium for its delivery made it easy to follow and understand in a non-boring way, which overall helped them in their online learning process. Furthermore, their responses on the questionnaire showed that the presentation of the given materials in the short TikTok videos was quite good, in a way that it is not too long that it gets boring. This sort of social media approach in their learning process also boosted their interest both in terms of the topic of materials itself and other ways of implementing entertainment media with teaching and learning processes.

After the one-to-one individual test was completed, the next step is to conduct a small group test of six students. These students take South Sumatra Local Wisdom class and therefore suitable for this study's testing purposes. The small group field test is done to see the performance of the developed TikTok-based learning medium in a limited learning environment, as well as to get the students' responses towards it, their comments, and even suggestions, especially after it was previously revised following the individual test feedbacks.

Table 6. Comments given by the three students in the small group test

No.	Respondents	Comments
1.	MR	It's very beneficial as it teaches new information about varieties of toponymy in Palembang.
2.	ARM	It's more interesting compared to conventional learning materials, in a non-boring way that it focuses the learners on the presented materials.
3.	AR	Very adequate to use in the class, as well as to be presented more often in such a way that more people get to have a better understanding about toponymy in Palembang.
4.	MSS	The video-delivered materials developed here were quite good and interesting to use in the learning process.
5.	E	It's very good in that the TikTok video-based learning materials provide quite rich and good information regarding toponymy in Palembang.
6.	LETM	The only downside to the presented materials was that the pictures were shown too quickly, making it hard to get what they look like or what they're trying to show,

The small group field trial was carried out by giving the students questionnaire with questions tailored to this study's purposes. The results can be concluded that the developed TikTok video-based learning materials were helpful in their learning process, especially in the online environment. This can be seen from their responses saying that the materials were quite clear and concise in their presentation, and that the delivery was fresh and new, making it less boring to learn in such a way. In terms of the appropriateness of the materials, they said that the given materials were quite good and rich. Furthermore, they also liked the given materials on the toponymy in Palembang, further emphasized by the interesting, easy to access way of the delivery, making them not bored during the learning process, which overall made them optimally understand what was presented to them.

The next step to take in the field trials stage is the whole population test, involving 16 students of History Education program taking the South Sumatra Local Wisdom class. This step was taken to test how the developed TikTok-based learning medium would perform in a real-class situation. This step in the field trials gave the student participants two knowledge tests regarding the topic in hand: a pre-test to gauge their pre-existing knowledge on the matter before presented with the developed materials, and a post-test to see how their knowledge of it would develop or be affected.

According to the Table 7, of all the 16 students involved, 6 of them (37.5%) failed the test, 7 of them (43.75%) only got adequate score, while 3 only 3 of them (18.75%) had good enough score. Therefore, it was clear that none of them got good scores, let alone very good scores.

Table 7. Result of the field trial pre-test

No.	Number of Students	(%)	Score Range	Category
1	6	37,5%	0-20	Fail
2	7	43,75%	21-40	Inadequate
3	3	18,75%	41-60	Good Enough
4	0	0%	61-80	Good
5	0	0%	80-100	Very Good

The Table 8 directly shows that the scores these 16 student participants got had improved. And since the post-test was done after they were given the materials through the use of TikTok, the correlation between their improvements and the materials (and its learning medium) had become even more apparent. In addition, the data in that table easily shows that all of the 16 student participants succeeded in the test since all 16 of them achieved scores in the same range (i.e. 80-100, very good). Likewise, none of them failed the test anymore.

Table 8. Result of the field trial post-test

No.	Number of Students	(%)	Score Range	Category
1	0	0%	0-20	Fail
2	0	0%	21-40	Inadequate
3	0	0%	41-60	Good Enough
4	0	0%	61-80	Good
5	16	100%	80-100	Very Good

The N-gain of the scored tests returned belonging to the high category at N-gain >70, >72. Such big improvement in the students' scores shows that the materials they were exposed to along with the TikTok medium were proven effective in that they gave a positive effect on the students' learning outcomes. Their questionnaire responses indicated that one of the main reasons for that is the interesting presentation of the materials, thanks to TikTok and the students' likeness towards it. All this made their learning boredom decreased and therefore their focus and materials absorption increased. In addition, by using videos, pictures and accompanying audio, the topic taught in this study became less abstract, minimizing difficulty in understanding (or outright misunderstanding) in the students' side. Visual memorization also helped as opposed to its pure verbal medium counterpart. In the end, the fact that the students only needed to use their phones (which they always carry) made it even easier for them to access and learn the given materials.

4   Conclusion

From what has been presented and discussed above, especially the concrete field trials data, it can be concluded that this study has achieved its goal in trying to utilize what is usually considered as a mere entertainment media—TikTok—as an effective and interesting learning medium. This result was especially interesting as the chosen topic is usually perceived as boring and hard to consume, which is amplified by the mandated online learning process. The effectiveness of this approach can be seen most prominently from the 6 students who previously failed the test completely, and after presented with the developed materials and TikTok videos, they all scored very good.

The big improvement the students were able to achieve show that delivering these materials using TikTok has a positive impact on their learning performance in an effective manner for reasons that have been explained above. This finding is more important considering the topic at hand, local wisdom of Palembang in the sense of the

city's toponymy. Presenting such topic which is often considered to be quite boring and difficult to understand due to its mostly abstract concept in an entertaining, eye-catching way using a social media platform was proven a correct approach to be taken to mitigate this kind of learning problem, especially in an online learning environment. Further studies on such approach in utilizing an entertainment medium as a means of delivery for classroom materials are very much needed, more importantly when considering the fact that students at this age hold their phones more often than their books.

5 Acknowledgements

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7   Authors

Syarifuddin is with Faculty of Teacher Training and Education, Sriwijaya University, Indonesia (email: syarifuddin@fkip.unsri.ac.id).

Sinta is with Faculty of Teacher Training and Education, Sriwijaya University, Indonesia.