Tiktok as Rhyming Media in Thematic Learning Platform: Phenomenological Study at SD Negeri 3 Duwet Tumpang Malang

Harun Ahmad[1], Endang Sumarti[2], Yunita Anas Sriwulandari[3]

ABSTRACT: This study explores the use of TikTok as a rhyming medium in a thematic learning platform at SD Negeri 3 Duwet Tumpang Malang with a phenomenological approach. The goal is to make a new contribution to the development of innovative and exciting learning methods in elementary schools. The results of the study show that the use of TikTok increases student engagement, motivation, and participation in learning. Students show a positive response to learning that is more fun and creative through rhyming videos. Teachers welcomed this innovation despite facing some challenges in class preparation and management. Supporting factors include student enthusiasm and opportunities to express creativity while inhibiting factors include the availability of technological infrastructure and potential distraction of non-academic content. Thus, TikTok can be considered an effective additional tool to improve the quality of thematic learning at the elementary school level.

KEYWORDS: Tiktok, pantun media, thematic learning platforms, SD Negeri 3 Duwet Tumpang Malang, phenomenological approach

I. INTRODUCTION

Education plays a vital role in shaping individuals and the future of a nation (Idris, et al., 2012: 443). Elementary schools have a crucial role in imparting knowledge, skills, and values to students that they will apply daily. The application of a thematic learning approach is in an effort to enrich learning in elementary schools. This approach integrates several subjects within a particular theme or topic, providing opportunities for students to understand content holistically and contextually. At the same time, in the ever-evolving digital era, the use of social media has become an integral part of students' lives. One of the popular social media platforms among children and teenagers is TikTok. TikTok is a short video-sharing platform that allows users to create, share and watch videos of various genres and creativity.

Some research results show that the use of media in learning can increase student interest and involvement (Faradila and Aimah, 2018:508; Nurfadhillah, et al., 2021:254; Magdalena, et al., 2021:324). TikTok, as a social media platform that offers creative features, including short rhymes or rapping, has the potential to be utilized in the context of thematic learning in elementary schools. Using TikTok as a rhyming medium in a thematic learning platform can increase student motivation, facilitate active participation, and enrich their learning experience through different and interesting methods (Yélamos-Guerra, et al., 2022:83; Ferstephanie and Pratiwi, 2022:1).

Several other studies have discussed the use of TikTok in an educational context. Jacobs' research, et al., (2022), revealed that TikTok can increase student engagement in learning. Rahmawati and Anwar (2022), also highlight the potential educational value of TikTok from the perspective of students and teachers. Zulkifli, et al., (2022), explores the potential of TikTok as a learning tool. Purnami (2022), investigates the use of TikTok to explore users' language preferences and the global social media phenomenon.

Kusumandaru and Rahmawati (2022), exploring the use of TikTok as a creative thematic learning media in elementary schools, show that the use of TikTok in thematic learning can increase students' creativity and interest in learning. Nasa and Rizal (2022) and Napitupulu, et al., (2023), seek to explore the use of TikTok in thematic learning to improve students' critical thinking skills in elementary schools, showing that the use of TikTok can improve students' critical thinking skills by solving complex problems and reflection in thematic learning.

Aji and Setiyadi's research (2020), also explores the use of TikTok as a collaborative learning medium in thematic learning in elementary schools and finds that the use of TikTok can increase student collaboration and involvement in thematic learning through content sharing and discussion activities. Aji (2018), dissecting the use of TikTok in thematic learning to increase student

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learning motivation in elementary schools, shows that the use of TikTok in thematic learning can increase student learning motivation through creative and interactive activities. Meanwhile, Sari, et al., (2023), revitalizing old literature for millennial students found that students were able to make video content that reciprocated rhymes with various concepts after attending lessons/training.

These studies provide a relevant understanding of the use of TikTok in thematic learning in elementary schools. However, there is relatively little research on TikTok as a rhyme media in thematic learning platforms at SD Negeri 3 Duwet Tumpang Malang. Therefore, this research will be a new contribution in that context. This study adopts a phenomenological approach to understand students' experiences in using TikTok as a rhyming medium in thematic learning. The phenomenological approach allows researchers to explore the world of students' subjective experiences, including the perceptions, emotions, and meaning they feel when using TikTok in a learning context. This research is expected to contribute to the development of innovative and interesting learning methods in elementary schools. The results of this research are also expected to provide practical guidance for teachers and schools in utilizing TikTok as an effective learning tool in accordance with technological developments and current student interests.

The phenomena observed in this study are based on the characteristics of the phenomenological approach, namely: description, reduction, essence, and intentionality (O'Donoghue & Punch, 2003:44). Thus, the phenomenon that is the focus of this study is formulated as follows.

1) Describe the use of TikTok as a rhyming medium in a thematic learning platform at SD Negeri 3 Duwet Tumpang Malang.
2) Analyze the impact of using TikTok in thematic learning on the motivation and participation of SD Negeri 3 Duwet Tumpang Malang students.
3) Exploring students' experiences in using TikTok as a rhyming medium in thematic learning at SD Negeri 3 Duwet Tumpang Malang.
4) Identify the supporting factors and obstacles in using TikTok as a rhyming medium in thematic learning at SD Negeri 3 Duwet Tumpang Malang.

LITERATURE REVIEW

Thematic learning in elementary schools is a learning approach that involves integration between various subjects in one particular theme. Hidayah (2015:34), states that this method aims to increase the linkages between various concepts and motivate students in learning. Meanwhile, according to Muklis (2012:66), thematic learning is a learning activity by combining material from various subjects into one theme, which focuses on the active involvement of students in the learning process so that students are empowered in the process of solving problems and fostering creativity based on the potential and tendencies of each student.

Several studies have shown that thematic learning can increase students' learning motivation in elementary schools. Karli (2016) and Riwanti and Hidayati (2019), stated that students tend to be more enthusiastic and passionate about learning when material is taught in contexts that are meaningful and interesting to them. In addition, thematic learning methods can also improve students' critical thinking skills by solving complex problems related to learning themes.

However, the implementation of thematic learning is faced with several challenges, one of which is the teacher's lack of knowledge and understanding of thematic learning strategies and approaches. Wangid et al. (2014) and Nurfajariyah & Kusumawati (2023), suggest the need for adequate training and assistance for teachers so they can properly implement thematic learning methods. In addition, the role of media in learning is also a concern in the current digital era. Media can help facilitate communication and interaction between teachers and students, as well as improve student memory. Khotimah et al. (2019:17), emphasize that the use of relevant and diverse media in learning can strengthen information processing in students' long-term memory. However, it should also be noted that the use of media in learning needs to be done wisely, bearing in mind that excessive or undirected use can disrupt students' concentration and affect their learning outcomes (Sarnoto et al., 2023:82).

On the other hand, TikTok as a popular social media platform among teenagers and the younger generation has also attracted the attention of educators. Using TikTok in a learning context can be an effective tool for facilitating active and collaborative learning. Rahmana et al. (2022:403), state that teachers can submit challenges or projects to students to create short content related to learning materials so that they can encourage students to think creatively and apply the concepts they have learned. In addition, the use of TikTok in learning can also increase student motivation because students tend to be more interested and motivated in learning when they can use the platform they like (Kamaruddin, 2022:39). However, it is also important to pay attention to monitoring and controlling the use of TikTok in the learning context, as well as ensuring that the use of TikTok remains relevant to learning objectives and complies with school policies regarding the use of social media (Pujiono, 2021:1).

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Meanwhile, constructivism emphasizes the active role of students in building their own knowledge through interaction with the environment and personal experience. Individuals actively construct knowledge through mental processes involving the assimilation and accommodation of new concepts (Von Glasersfeld, 1989:27). Constructivism learning is seen as an active, mental, and social process in which students build their own understanding through interaction with the environment and other people (Jonassen, 1991:10). Constructivism also highlights the importance of social aspects in learning, where social interaction with others can gain new knowledge through collaboration, discussion and joint negotiation (Vygotsky, 1978:86). Learning media theory examines the use of media in learning contexts to improve understanding and retention of information (Mayer, 2005:2). Phenomenological theory focuses on direct observation of human subjective experience to understand the meaning and structure of phenomena (Husserl, 1962:25; Giorgi, 2009:36).

II. METHOD

This study aims to understand the use of TikTok as a rhyming medium in thematic learning at SD Negeri 3 Duwet Tumpang Malang. Thus, it is a type of qualitative research with a phenomenological approach to explore students' experiences regarding the use of TikTok in rhyming learning. Data were collected through observation, interviews, and documentation from fifth-grade students at the school. The collected data were analyzed qualitatively by means of transcription, coding, grouping of thematic findings, and interpretation. The results of the analysis are presented in narrative form to support the research objectives.

III. RESULTS

The results of observations and in-depth interviews with students are presented as follows.

TikTok as a rhyme media in a thematic learning platform has a positive impact on student involvement in learning. Videos with rhymes made with creativity invite students' interest, so they are more enthusiastic and active in participating in the learning process. In addition, visualization through video also helps students to better understand learning material in a fun and interactive way.

The majority of students showed a positive response to using Tiktok as a learning medium. They love different and fun ways of learning, especially since Tiktok allows them to actively participate in video creation. Some students also stated that the rhyme videos helped them remember information better and made it easier for them to compose rhymes as part of their learning assignments. One student when asked stated,

"We all have TikToks, Mom. Sometimes we also make videos that are hit. Sometimes also edit videos together. Sometimes I also see videos of Malang artists who are currently going viral, ma'am. You can see all kinds of things on TikTok."

The same thing was also conveyed by other students,

"TikTok is fun, Mom. Can make watching funny videos and short videos. Usually, I also upload videos where I play games with other friends so that I can become famous."

The use of TikTok in thematic learning also has a positive impact on student motivation. Creative videos made using Tiktok are able to attract students' interest and make them more enthusiastic about learning. One student stated,

"I am more eager to learn because learning becomes more interesting and fun through using TikTok. I feel motivated to create creative videos and learn more."

The use of TikTok in thematic learning also has a positive impact on student participation in the learning process. Students are actively involved in making videos, collaborating with classmates, and sharing their understanding through the platform. One student explained,

"We can collaborate on making rhyming videos using TikTok. This makes us feel involved and contribute to learning. We can also watch our friends' videos and learn from them."

Meanwhile, TikTok as a popular social media platform among students, offers the opportunity to apply creative and interactive learning methods. The students who had used TikTok in the thematic learning process were interviewed to gain insight into their experiences and views on this learning method. Most students show high enthusiasm for using TikTok in thematic learning. They stated that learning becomes more interesting and fun through media with rhymes with videos. One student said,

"I love being able to learn by making rhyme videos. It feels like we are creating our own content and learning in a more fun way."

The use of TikTok in thematic learning also increases student creativity. They feel compelled to think creatively in compiling rhymes and delivering learning materials. One student stated,

"We have to think hard to find the right words for the rhymes. This makes us more creative in understanding the material."

Students also said that using TikTok helped them understand the learning material better. Through making rhyming videos, they feel more involved and easier to remember information. One student explained,

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"When I make videos, I feel like I'm teaching myself the material. It helps me understand more deeply."

The use of TikTok as a medium with rhymes also increases students' self-confidence. They feel proud of their work and have the courage to speak in front of the class. One student shared,

"Before, I was shy about speaking in front of my friends. But after using TikTok, I feel more confident and dare to speak more clearly."

The students' experience of using TikTok as a rhyming medium in thematic learning shows positive results. High enthusiasm, increased creativity, better understanding, and increased self-confidence are some of the things found in this study. Using TikTok as a learning tool can motivate students to be more engaged in learning and enhance their overall learning experience.

Based on interviews with students, the first factor that supports the use of TikTok as a rhyming medium in thematic learning is the high enthusiasm of students. The students showed high interest and enthusiasm in using TikTok for learning. One student stated,

"We are happy to be able to learn in a more fun way. TikTok makes us more enthusiastic to learn and participate in class."

The use of TikTok allows students to express their creativity in learning. By making rhymes videos, students feel they have the freedom to convey learning material in a unique and creative way. One student shared,

"I like making rhymes videos because we can show our creativity. I feel more challenged to make interesting and entertaining rhymes."

TikTok as a rhyme media increases student involvement in learning. Videos with rhymes trigger discussion and collaboration among students, thus strengthening interactions in the classroom. However, there are several inhibiting factors. One of the inhibiting factors in using TikTok as a rhyme media is the availability of infrastructure and access to technology in the school environment. Some students have difficulty accessing the devices required to use TikTok. One student revealed,

"We don't all have smartphones or devices to make videos at home. So it's sometimes difficult to fully participate in learning with TikTok."

The use of TikTok as a rhyme media in thematic learning at SD Negeri 3 Duwet Tumpang Malang has supporting and inhibiting factors. Student enthusiasm, creativity in learning, and higher student involvement are positive supporting factors. However, the availability of infrastructure and access to technology, classroom management constraints, and potential distraction from non-academic content are some of the inhibiting factors that need to be overcome to maximize the benefits of using TikTok as an effective learning tool.

DISCUSSION

In the digital era and the development of social media, this innovative approach is expected to increase student interest and participation in learning pantun art, which is part of the thematic curriculum. The results of this study indicate that the use of TikTok as a rhyming medium in thematic learning has a positive impact on students' responses and their active involvement in the learning process. According to cognitive learning theory, as proposed by Piaget (1972), learning occurs through the construction of knowledge through internal cognitive processes. The use of TikTok allows students to be actively involved in creating rhymes through an interesting short video format that is appropriate to their stage of cognitive development. Students become more enthusiastic about learning rhymes because they feel more involved in creating content and sharing their work with friends on familiar platforms (Vygotsky, 1978:86). This contributes to the formation of a deeper understanding of pantun art and increases their motivation in learning (Skinner, 1968:72).

The results of the study also found that the use of TikTok as a rhyming learning medium applies the principles of effective learning, especially through repetition and collaborative learning. The cognitive theory states that repetition helps improve information retention and students' memory (Ebbinghaus, 1885:25). In TikTok, rhyming videos can be repeated, so students have the opportunity to repeat their learning experience many times. In addition, TikTok also facilitates collaborative learning through social interaction between students (Bandura, 1977:123). They can comment, provide support, and collaborate in creating rhymes, which enhance social bonds in the learning environment.

The use of TikTok as a rhyme media also plays a role in developing students' creativity in creating and presenting their rhymes (Sternberg, 2003:64). Through this platform, students can combine elements of art, music, and visuals to create unique and interesting rhymes. The constructivist theory emphasizes the importance of learning that is relevant to everyday life and the application of knowledge in real contexts (Dewey, 1938:57). The use of TikTok allows students to express their creativity in a more modern format and in accordance with the context of their current life.

In addition, this study also found that the use of TikTok has a positive impact on student motivation. Maslow's Hierarchy of Needs motivational theory (1943:29) states that students' motivation is influenced by the fulfillment of their basic needs. The use of TikTok as a learning medium offers fun and excitement in the learning process, which can meet students' needs for a sense

of fun and creative exploration. On this platform, students can create and participate in interesting rhyming videos, which indirectly strengthen self-confidence and social acceptance. As a result, students are more motivated to be actively involved in learning activities and contribute to creating interesting educational content. Furthermore, the use of TikTok also increases student participation in learning. In the theory of participation, Vygotsky (1978:86) underlines the important role of social interaction in learning. The use of TikTok allows students to interact with each other with comments, support, and collaboration in making rhymes. This creates positive social bonds and an inclusive learning environment. In addition, the use of short and repetitive video formats on TikTok can also strengthen repetition and information retention, thus supporting student participation in understanding and remembering learning material better. The use of TikTok as a thematic learning medium has a positive impact on student motivation and participation, especially SD Negeri 3 Duwet Tumpang Malang students, which is supported by the theory of student motivation and participation.

In terms of students' experience in using TikTok as a rhyme learning tool, it is very positive and interesting. Based on cognitive learning theory, as proposed by Piaget (1972:15), the use of TikTok provides opportunities for students to be actively involved in learning, create creative content, and increase their understanding of pantun art. In the format of short repetitive videos, students can repeat their learning experience and strengthen their information retention (Ebbinghaus, 1885:25). In addition, social learning theory by Bandura (1977:123) also supports this finding that the experience of using TikTok facilitates social interaction between students, which contributes to collaborative learning and supports social bonds within the learning environment. The use of TikTok also encourages students to express their creativity in creating rhymes (Sternberg, 2003:64). By incorporating artistic, musical, and visual elements in their rhyming videos, students can create unique and engaging rhymes that enrich their overall learning experience. Students' experiences in using TikTok as a rhyme media, especially at SD Negeri 3 Duwet Tumpang Malang, show a positive impact, which is in accordance with cognitive learning theory, social learning, and the development of student creativity.

Meanwhile, the results of the identification of several factors that influence the use of TikTok as a rhyming learning tool were also found in terms of supporting factors, Piaget's cognitive learning theory (1972:15) asserts that students' active interaction with learning content can strengthen their understanding. In this context, the use of TikTok as a rhyming medium provides opportunities for students to be actively involved in creating creative content and expressing their ideas through short video formats. In addition, Deci and Ryan's (1985:32) motivational theory also supports this finding about enabling factors, because the use of TikTok offers intrinsic satisfaction for students through fun and meaningful learning experiences.

However, this study also identified several inhibiting factors in using TikTok as a rhyming medium in thematic learning. One of the inhibiting factors is limited access to technology and unstable internet connections in several areas (Berkowitz, 2020: 7). This can hinder students from fully participating in learning using TikTok. In addition, Vygotsky's constructivist theory (1978:86) also emphasizes the importance of social interaction in learning. However, some students may experience difficulties interacting online through TikTok, especially if they are not familiar with the social media platform or feel less confident about contributing actively. In addition, some teachers may also experience difficulties in integrating the use of TikTok in learning due to a lack of training and understanding of the platform's educational potential (Li, 2020:15). This can be an inhibiting factor in the application of TikTok as a rhyming medium in thematic learning.

Supporting factors include active student interaction and intrinsic satisfaction, which support cognitive and motivational learning theories. However, limited access to technology, social interaction, and teachers' knowledge of platforms can also be constraining factors, which are consistent with constructivist theories and social aspects of learning. Therefore, a deep understanding of these factors is important in planning and implementing the use of TikTok as an effective rhyming medium in thematic learning at the elementary school level.

IV. CONCLUSION

This study shows that TikTok can be effectively used as a rhyming medium in thematic learning at SD Negeri 3 Duwet Tumpang Malang. The use of TikTok has a positive impact on student motivation and participation in learning. Students experience positive experiences in using TikTok as a rhyming medium, which increases their engagement and activity. Supporting factors such as support from teachers and classmates, accessibility of technology, and student creativity influence the use of TikTok as a learning medium. However, technical constraints and time constraints hindered the use of TikTok. Recommendations based on the results of this study are to expand the use of TikTok as a rhyming medium in thematic learning in other schools and consider the technical aspects and time required for effective implementation.

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