

UTILIZING THE TIKTOK APPLICATION AS AN ONLINE BUSINESS LEARNING MEDIA

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Abstrak

TikTok, sebuah platform yang sangat terkenal saat ini, bahkan melampaui Instagram sebagai aplikasi paling populer di App Store. Tujuan dari penelitian ini adalah untuk memanfaatkan aplikasi tiktok sebagai media pembelajaran. Penelitian dilakukan selama satu minggu pada jam pembelajaran Bisnis Online dengan materi merancang bisnis online. Penelitian terdiri dari dua siklus, dimana setiap siklus terdiri dari dua kali pertemuan yang mencakup perencanaan, tindakan, observasi, dan refleksi. Alat pengumpulan data yang digunakan meliputi lembar observasi peserta didik, lembar observasi guru, angket, tes, dan tugas video promosi TikTok. Subjek penelitian ini adalah seluruh peserta didik kelas XI BDP di SMKN 1 Pemulutan. Hasil penelitian menunjukkan keterampilan promosi peserta didik mengalami peningkatan dari siklus I ke siklus II. Sebagian siswa sudah dapat menguasai atau sudah baik dalam melakukan promosi dalam mata Pelajaran bisnis online. Hal ini terlihat dari nilai tes yang baik, peningkatan penyelesaian tugas yang baik dari segi waktu maupun kualitas. Sehingga dapat dikatakan penggunaan atau pemanfaatan aplikasi TikTok dapat meningkatkan keterampilan promosi siswa.

Kata Kunci: Kemampuan Promosi; TikTok; Bisnis Online; Pembelajaran Inovatif; Sosial Media;

Abstract

TikTok, a very popular platform today, made a comeback in early 2020 and even surpassed Instagram as the most popular app in the App Store. The purpose of this research is to utilize the tiktok application as a learning medium. The research was conducted for one week during Online Business learning hours with material on designing an online business. The research consisted of two cycles, where each cycle consisted of two meetings which included planning, action, observation, and reflection. The data collection tools used included student observation sheets, teacher observation sheets, questionnaires, tests, and TikTok promotional video assignments. The subjects of this study were all students of class XI BDP at SMKN 1 Pemulutan. The results showed that students' promotion skills increased from cycle I to cycle II. Some students have mastered or are already good at promoting online business subjects. This can be seen from good test scores, increased task completion both in terms of time and quality. So that it can be said that the use or utilization of the TikTok application can improve student promotion skills.

Keyword: Promotional skills; TikTok; Online Business; Innovative Learning; Social Media;

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INTRODUCTION

Learning is said to be effective if the facilities are available for students to learn and develop their cognitive, affective, and psychomotor aspects so that the above learning objectives can be realized (Nafi'a & Degeng, I Nyoman Sudana Soepriyanto, 2020). One of the facilities that can be provided in learning and teaching activities is learning media. Science and Technology is always running continuously and the media is a means of many learning resources and important components in supporting and influencing the achievement of learning objectives (Putra et al., 2022). This is because the media is an intermediary or communication tool between teachers and students so that its existence is very important (Aprianto et al., 2023). Various methods have been used by teachers to make distance learning during the pandemic fun (Amin et al., 2022). One way is to occasionally take advantage of social media (Permana & Cendana, 2019). TikTok, a very popular platform today, made a comeback in early 2020 and even surpassed Instagram as the most popular app on the App Store (Li et al., 2021).

Although several years previously it was blocked by the Indonesian government due to concerns over the negative impact on underage users, now TikTok can be used freely again. Many people are interested in TikTok because it is considered fun, fun, and can relieve stress (Buana & Maharani, 2020). It is no wonder that now there are many TikTok videos that are viral, such as jellyfish dances, ugly face challenges, and others. Users of this platform are competing to create creative, unique, and funny content that has the potential to go viral and be followed by other users. There is nothing wrong with this creativity, but it should not only end as entertainment (Batoebara, 2020).

As a teacher at a SMK in Ogan Ilir Regency, South Sumatra, I, as a researcher, see this application as an opportunity to innovate learning, despite concerns (Amin & Mustaqim, 2021). Every day, students use TikTok in various ways, either alone, together, or in groups. In terms of music, TikTok can clearly provide insight to students, but also challenge their creativity in making certain movements. However, this platform should also be used for other purposes, such as learning media in schools (Aji & Setiyadi, 2020).

Opportunities to integrate this platform into learning as a medium are very open, as I did in the promotion project assignment for class XI BDP at the beginning of this semester. Students make a video to explain the product to be promoted. This task is not only completed by making a video, but students must also present their videos in class webinars, including telling the process of making videos and the benefits they get after completing this assignment.

The learning process involves five components of communication, namely the teacher (communicator), learning materials, learning media, students (communicants), and learning objectives (Sarmi, 2020). Teaching materials are materials that are arranged systematically that are used by teachers and students in the learning process (Wulandari & Surjono, 2013). Therefore, learning media is an integral part of the learning system that cannot be separated (Supriyono, 2018). Without instructional media, the teaching and learning process would not be possible, requiring at least one medium to convey teaching materials, that the first step that must be taken by a teacher to use media effectively is to seek, find, and select media that meet students' learning needs, attract their interests, according to their development and experience, as well as the special characteristics of their study group (Puspitarini & Hanif, 2019), (Wibowo, 2020).

These characteristics include students' maturity, background experiences, and mental states related to their stage of development. In addition to students' interest in media, media selection must also consider the representation of the message conveyed (Z.R & Saugi, 2020). There are at least three media functions that are interrelated (Martiani & Banat, 2021). First, the function of

stimulation is to generate interest in learning and knowing more about everything in the media. Second, the mediation functions as an intermediary between teachers and students (Jauhari, 2020). In this case, the media becomes a communication link between teachers and students. Third, the function of information that conveys the explanation desired by the teacher. With the media, students can get the information or explanation they need or what the teacher wants to convey (Pratiwi & Meilani, 2018).

Based on the explanation above, it can be concluded that the TikTok application can be used as an effective learning medium in the Technology-Enhanced Learning learning model. First, the TikTok application can meet the learning needs of students. Second, the TikTok application attracts students' interest because of its updates and various features that can be implemented in learning (Verawati et al., 2022). Finally, the TikTok application is in accordance with the development of maturity and experience of students, as well as their characteristics as millennials who are familiar and connected to the digital world, especially gadgets. The purpose of this research is to utilize the tiktok application as a learning medium.

METHOD

Classroom action research is research conducted by the teacher in his own class with the following steps that is planning research activities based on the designed cycle, observing by sharing questionnaire to students in the form of Google forms containing questions about using the TikTok application, and reflecting on collaborative and participatory actions with the aim of improving performance as teachers and improving student skills (Badiaturochmah et al., 2021). The subjects of this study were all students of class XI BDP at SMKN 1 Pemulutan for the 2022/2023 academic year. This research was carried out offline and used the Google Meet application for material presentation, and WhatsApp as a medium of communication.

Data collection methods used in this study include observation, questionnaires, tests, and documentation. Observation, according to (Sibuea et al., 2021), is a data collection technique by observing ongoing events and recording them using observation tools. Questionnaires, according to (Sibuea et al., 2021), are a data collection method that is carried out by providing written questions or statements to respondents to obtain responses as requested. Tests are used to measure learning outcomes. Documentation, records of events that have occurred, whether in the form of writing, drawings, or someone's monumental work. Document study is a complement to observation and interview methods in qualitative research.

The research was conducted for one week during Online Business learning hours with material on designing an online business. Before carrying out classroom action research, researchers carry out pre action on July 1, 2022, action research from July 15 to September 5, 2022. Furthermore, after carrying out the pre-action, then the researchers carried out action research. This research was conducted in two cycles, cycle I was carried out on 15 and 23 July and cycle II on 25 August and 5 September 2022. The research consisted of two cycles, where each cycle consisted of two meetings which included planning, action, observation, and reflection. Data collection tools used include

RESULTS

Before implementing cycle, I, the researcher held pre action first to determine the ability of students to understand the material about E-commerce. The data obtained from the results of the pre-action implementation with a total of 32 students, 13 people who completed with a percentage of 40.62%, while those who did not complete were 19 people with a percentage of 59.38%, with an average score obtained by students in pre action is 68.75.

During the planning phase, various steps are taken, including preparing E-commerce material, developing essential learning tools, choosing the Project Based Learning method, creating research instruments, and defining data analysis techniques. The primary goal is to foster students' creative thinking and facilitate their exploration of e-commerce concepts, along with TikTok's role in product marketing and promotion. Researchers enable students to inquire about unclear aspects of e-commerce and TikTok's marketing applications. Clear and thorough explanations are then provided by the researcher, aimed at enhancing students' profound understanding of the subject matter.

Once students feel they have grasped the material adequately, the researcher assigns a set of questions for them to solve. The students are instructed to form heterogeneous groups of 4-5 members and work together to tackle the problems. During this process, the researcher observes, offering guidance and support to groups in need. Subsequently, students are chosen by the researcher to present their work to the class. This exercise not only hones presentation skills but also stimulates discussions among classmates about the presented solutions. The outcomes of tests conducted on Class XI BDP students are provided in Table 1.

Table 1. Cycle I test results for Class XI BDP SMKN 1 Pemulutan students

Implementation	N	Not Completed		Complete	
		N _{NC}	%	N _C	%
Cycle I test	32	19	59,38 %	13	40,62 %

Of the 32 students in class XI BDP SMKN I Pemulutan, students who scored more than or equal to 80 or had completed were 13 students (40.62%), and 19 students scored less than 80 or incomplete by 40.62%, with an average score of learning outcomes in cycle I was 77.12. The results of the first cycle tests still show that classically the learning activities have not been completed. This means that the first cycle research needs to be continued to the second cycle.

Cycle II of the study closely mirrors Cycle I in terms of stages, starting with planning. In Cycle II, the researcher aimed to enhance learning activities compared to the previous cycle, specifically focusing on increasing creativity and learning outcomes in group learning for class XI BDP SMKN I Pemulutan. The implementation stage of Cycle II centered around the concept of the inverse function. While the implementation process resembled that of Cycle I, there were minor adjustments to highlight students' creativity during learning. After delivering the material on the inverse function, the researcher presented questions on the blackboard and grouped all students heterogeneously in groups of 4 to 5 individuals. The structured task aimed to cultivate skills in using questions for planning, monitoring, and evaluating problem-solving solutions. Similar approaches were adopted by other groups in the class.

Groups' answers are collectively reviewed, with a group member chosen at random to present and elucidate the problem-solving process to the entire class. The researcher assists students struggling with question-solving, and before concluding the learning session, students are assigned practice questions to complete. As for observations outside the group learning process, namely the researcher examined the notes of each student after the material was given. It turned out that there was a student who did not take notes. In terms of student completeness, the data can be seen from table 2.

Table 2. Cycle II test results for Class XI BDP SMKN I Pemulutan students

No	Implementation	N	Complete		Not Completed	
			N _C	%	N _{NC}	%
1	Cycle II test	32	30	93,75 %	2	6,25 %

After Cycle II's execution, researchers and collaborators reflected on the lesson plan's implementation. They analyzed actions taken and assessed if success indicators were met to decide on proceeding to the next cycle. Notably, in e-commerce learning using TikTok for product promotion, teacher observations achieved a satisfactory 89% compliance, and student participation had a positive 85% rate. Cycle II saw 30 students meeting learning standards, while 2 did not. The average learning outcome score was 90.29. Remarkably, Cycle II observations indicated improved online business promotion skills through TikTok for Class XI BDP at SMKN 1 Pemulutan.

DISCUSSION

From the results of class action research during cycle I to cycle II, the results of daily test scores were grouped. This is to make it easier to analyse. While data analysis is done using simple statistical techniques, namely by using descriptive analysis. Descriptive models are analysed by comparing the average percentage. The increase in overall success is calculated from the average results after PTK or cycle II minus the average before PTK. In this case, the increase is calculated as $90.29 - 72.93$, which gives a result of 17.36. However, PTK will still proceed to the next cycles with the aim of better understanding the improvement of students' skills in promoting online business subjects through TikTok in class XI BDP at SMKN 1 Pemulutan.

Initially, some students had difficulty understanding the material, but over time, most students appeared to have mastered it, as evidenced by good test scores. There is an increase in task completion, both in terms of time and quality. Therefore, based on the learning outcomes tests conducted in cycles I and II, there was an increase in the scores achieved by students. As previously described, the classical success rate has been achieved, with an average success of 90.29.

The involvement of students in using TikTok as an online business learning medium also has a positive impact on their motivation and interest in learning. They become more enthusiastic and inspired to learn material related to online business. In addition, this activity also gives them the opportunity to hone their presentation and public appearance skills, because the videos they make can be published and seen by many people. in line with research conducted by (Praditya, 2019) who examined the Influence Of Social Media And Business Communication On Online Shop Business Development which showed that the results of the study showed that there was a positive and significant influence between social media and the development of online shop business by 62%. Furthermore, research conducted by (Septiani et al., 2021) which discussed the use of social media for online business during the Covid-19 pandemic found that Instagram social media could advance the online business of MSME residents engaged in bags, sandals, jackets and others.

This TikTok trend has a positive impact, especially for online business owners because it makes it easier for them to carry out sales promotions and helps users who want to see product reviews. Especially nowadays online will make it very easy for them so that the economy can continue to run well. This social media helps us in finding product reviews. Not only good products, but there are also many bad quality products too.

Using TikTok in the school environment, it is wiser to use it as a learning medium. As Mark Zuckerberg, founder of Facebook, said, "Instead of building walls, build bridges." This shows the importance of educators to continue to innovate and create new works by utilizing other existing applications. Banning the use of TikTok in schools could be seen as too harsh and restrictive. Instead, by using it as a learning medium, educators can capitalize on the popularity and appeal of TikTok to create engaging and interactive learning experiences for students. In an educational context, TikTok can be an effective tool to arouse students' interest and motivation in learning. The use of TikTok as a learning medium can also facilitate collaboration and active involvement

of students. Through TikTok, students can interact with each other, share ideas, and work together in creating educational content. In addition, by utilizing TikTok's creative features, students can develop multimedia skills and think creatively in the learning process.

The development of the use of TikTok as a medium for business promotion has undergone a significant evolution over time. From its beginnings as a music-based entertainment platform, TikTok has grown to become a preferred channel for marketing and business promotion strategies. In the early stages, businesses started to explore TikTok's potential as a promotion platform. They create more entertainment-oriented content and experiment with creative ways to promote their product or service. This moves sparked awareness of TikTok's capabilities as a unique and innovative marketing tool.

Based on research (Batubara, 2022) businesses are starting to recognize the important role creators and influencers on TikTok play in reaching a larger audience. Collaboration with popular creators or influencers on this platform helps businesses expand their reach and build credibility. This brings brand recognition to an audience that may not have been reached before. Businesses are starting to leverage TikTok as a channel to deliver educational content and tutorials. They create videos that provide added value to the audience, such as how to use the product, tips on how to use it, and practical guides. This approach not only promotes the product, but also builds stronger relationships with customers.

In accord with (Simanjourang, 2023) businesses are starting to adopt a "hashtag challenges" strategy on TikTok. They create challenges that invite users to participate by creating brand or product related content. This strategy creates high engagement between brand and audience, while gaining greater exposure. Businesses are starting to leverage TikTok to convey brand values and stories behind products. These more in-depth campaigns excite user emotions and help create stronger bonds between brands and customers. TikTok started integrating e-commerce features that allow users to shop directly through the platform. Businesses can use this feature to direct users directly to the product or service they are promoting, making TikTok an instantly connected sales channel. Businesses are increasingly focusing on analysing and measuring the performance of their content on TikTok. They monitor metrics like video views, engagement, and conversions. This information helps businesses evaluate campaign success and adjust based on data.

According to (Mustofa et al., 2022) this development shows that TikTok is not just an entertainment platform, but also an effective tool in business promotion. Businesses are constantly adapting to new features and evolving marketing strategies on TikTok to achieve their goals in marketing and face competition in an increasingly competitive digital world. Utilizing TikTok as a media for student business promotion has great potential to enhance their communication, creativity, and marketing skills. However, it is important for students to understand the right strategies, engage audiences with engaging content, and adhere to good etiquette. With the right supervision and guidance, TikTok can be a powerful tool for preparing students for an increasingly digital and innovative business world.

The TikTok application is a short video application with a duration of 15 seconds, 60 seconds, accompanied by various kinds of music and various filters which are very good when used. TikTok is an effective marketing medium because Indonesia is the largest user of the TikTok application in the world, the TikTok application is easy to use, the TikTok application is one of the social media that many users of the millennial generation, Y and Z generations, the TikTok application is widely used by celebrities, so that people following their idols, and unique TikTok ads features that can reach a wider market.

CONCLUSION

The TikTok Video section produced by students is very interesting and full of creativity. In these videos, they managed to package learning material in a fun way, creating works that really contributed to the development of online business learning in the classroom. Students also said that this activity provided many benefits for them. They can not only be creative and proficient in making promotional videos easily, but are also able to process their creativity more broadly. Students show high enthusiasm for the use of TikTok social media in learning contexts. They can take advantage of the features in the application very well. In every video they make, students manage to combine creative, visual, and audio elements harmoniously, creating interesting and engaging content. In the process of making a video, they are also involved in planning the storyline, choosing the right music, and considering the appropriate visual layout. Overall, the use of TikTok in online business learning has a positive impact on students. They can develop their creativity, communication skills, collaboration, as well as their motivation and interest in learning. Using this popular social media, online business learning becomes more interesting, relevant, and interactive for students. Thus, the use of TikTok in a learning context can be an effective and fun alternative to broaden students' understanding and skills in online business. In developing education in the future, educators must continue to innovate and look for new ways to bring learning that is more interesting and relevant to students. By utilizing other applications, such as TikTok, educators can integrate technology in the learning process, thereby creating a more diverse and immersive experience for students.

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