Research Article

Teachers' Perceptions of Using Tiktok in Students' interest during the COVID-19 Pandemic

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Abstract

The aim of this research is to investigate teachers perceptions on whether Tiktok, which is an online platform can catch the interest of students and encourage them to study religion during the COVID-19 pandemic. Research sample was a group of 33 teachers. The modified questionnaire was known as Teachers Perception of TikTok. The method used was qualitatively data collection with the google form. Background to research involved questions such as, how do you deal with boredom in the online learning period? And is using Tiktok one of the ways to overcome learning boredom online? Results show that teachers with strongly agree: 15%, agree: 65%, neutral: 10%, disagree: 5%, and strongly disagree: 3%. The correlation are at high correlation, so that the questionnaire is valid and reliable. Thus, there is a 33.2% positive influence from the use of TikTok on students interest in learning.

Keywords: teachers preception, tiktok, interest student

Introduction

Religious education has an important and unique position in post-secular societies because it offers knowledge, morals and wisdom. Religious Education contains the practice of faith and belief, to explore and find meaning, answer existential questions, and consider responses from religious traditions (Casson; 2019). In Learning, religious education teachers do not only teach religion to children but they also guide them into the Christian faith (Soltesovaa; 2020). Religious education also builds the spiritual lives of students.

Religious education is less attractive to children than other educational disciplines. Especially during the 19th pandemic, children were less interested in Christianity. If left unchecked, they may not have Christian religious beliefs and they may end up not knowing God and not believing in him. It has been observed that teaching about religiosity got tediouswith online teaching methods during the pandemic.For example, in the first 5 minutes, they were still serious and focused on the lesson, but by the 20th minute, the students at home were sleepy.

The advent of multimedia technology, however, has provided an assistant for teachers to increase the interest of students in learning. Each aspect of education is changed drastically by multimedia learning technology (Hammer;2015). The technology of digital learning moves education from traditional to

unconventional. (Stover; 2016). From research findings, it has been observed that students need to create varied learning experiences in online learning to foster their interest in learning, because learning for students should not only involve the reading of books, but also using fun multimedia learning through their android cellphones, laptops, or computers (Pasaribu,2020). Besides, it is interesting to learn through the internet using TikTok (Ferney; 2010).

Multimedia TikTok

At this time in learning it is very important to build and use rich multimedia learning components such as images, animated videos, for example Tiktok to attract students' learning interest. Multi learning (eg Tiktok) can make learning effective (Ge; 2019). Tiktok encourage students to learn more deeply about learning through voice messages, pictures, and motion. Students can easily remember what they have learnt through the use of tiktok. In using Tiktok, efforts can be made to be as detailed and practical as possible to explain concepts or values in religious learning. Teachers are able to implement various innovations with the use of Tiktok most successfully in enhancing the learning experience. They can develop an innovative approach to teaching and learning by integrating Tiktok tools (Kosoko, 2010). TikTok will inspire and bring joy to learning activities (Dilon, 2020).

Wisnu (2020) said that features of the TikTok application in learning are: a. Sound recording, which has to do with recording sound through a device and then integrating it into a personal Tik Tok account. b. Video recording, which has to do with recording video via a deviceand then integrating it into a personal Tik Tok . c. Backsound (background sound), which has to do with adding background sounds that can be downloaded from the Tik Tok Application storage media; d. edit which has to do with correcting and editing a draft video that has been made; e. sharing which includes video sharing because it consists of Collaborating with other Tik Tok Application users. Klein (2019) also quoted a California educator who said that, TikTok can be an interesting way to bring lessons to life.The variables in the use of Tiktok according to internal factors, are: emotions, attitudes and personality, bias, desire or aspiration, attention (focus), learning process, physical condition, beliefs and needs and interests, and motivation..

Students' Interest

The word interest in Religious Education can be understood as the attraction to Religious Education. Interest in studying religion is one of the variables that determines whether a child is willing and happy to study religious education. Thus, interest in learning is one of the driving factors for achieving the learning process and objectives effectively. Because if the students are not interested in learning, the students will have less activity and disinterest in learning (Slameto, 2012). Learning interest can be defined as activeness, significance and participation in learning. Ainleya (2011) said that interest is the willingness or motivation to excel in learning. Also, Mazer (2013) stated that students' interest represents emotional interest in experience because it increases their attention, concentration, often caused by certain circumstances. In fact, they are excited, enthusiastic, and emotionally involved with the material at that time (Mazer, 2013). This research is inspired by Wisnu (2020) who concluded in his research that attraction to learning through the use of tiktok has a significant and positive relationship and influence with students' learning interest.

. For this reason, we will examine the following questions: how are teachers' perceptions of the use of Tiktok in learning religion? Can the use of Tiktok to convey messages in learning attract students' interest?

Hipotesis (H1): Teachers'perception of using Tiktok in learning have a positive effect on students' interest.

Methodology

Measurement

This study uses quantitative methods to analyze teachers' perceptions of the use of tiktok with students' learning interests. The quantitative steps of Sugiyono (2016: 15) is used to examine the questionnaire, where the researcher is the key instrument, the sampling of data sources is done purposively and it snowballs. The data collection technique was to distribute questionnaires through google forms to teachers and then to analyze the questionnaire and draw conclusions using quantitative methods. Furthermore, the instrument used in data collection techniques according to Sugiyono's view (2010: 199) is a questionnaire. It has to do with giving a set of questions or written statements to the respondent to be answered. Data collection techniques according to Arikunto (2006; 23) are carried out with quantitative data in the form of calculations or measurements that can be processed by adding up, comparing with the expected number, so that a percentage is obtained. In this case, it describes the features contained in the Tiktok application as a learning medium, especially a medium for teaching religious education to students as well as a needs analysis step. A questionnaire with a Google form is one of the data collection instruments. Raju (2016) said Google Forms is a cloud-based data management platform used to design and create web-based questionnaires. The researcher gave several statements to 33 respondents: The questionnaire on the use of the TikTok feature was used to assess students' interest in learning by using online learning. (See Table 1):

Table 1

Tiktok and Interest

TikTok	Video
	Dance
	Singing
	inspires Christian
	Creativity brings joy
Interest	Active involves the subject feeling knowledgeable in the subject matter of attention and concentration, energized, excited, emotionally involved with the material

There are several stages in this research. First, I used a previous literature review in-depth research and Google Forms to identify factors that influence interest in learning. The teacher became a place for deep google form-based research with 45 respondents who live in Tarutung. The second is the use of a questionnaire that measured a Likert-type scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree) and consists of 31 questions. The construct variable is

generated from several previous studies and from geogle form depth. The construct indicators that are shown in the 31 questionnaire items. We asked respondents, "What is teacher's preception of tiktok in learning at pandemic 19? and "What do you do to increase interest student ?".

Participants

Participants is 33 teacher at elementary in Tarutung Tapanuli Utara. the number of questionnaires 31 questions. Location in Tarutung, Tapanuli Utara, Indonesia.

Data Collection Instruments

The questionnaires were distributed online (google form). The google form questionnaire was spread through a personal approach, mailing lists, and personal email or WA.The survey was conducted in Tarutung among (33 respondents) Tiktok users and were further analyzed to test the model.

Findings

Teacher's Preception Result of Teachers' perceptions of acivety dan uses tik tok (strongly agree :0%, agree:33% , neutral:42.4%, disagree:21.2%, and strongly disagree:3.1%) uses short video tik tok (strongly agree : 0%, agree: 27.3% , neutral: 51.5%, disagree: 24.2%, and strongly disagree: 0%) , uses dance tik tok (strongly agree: 3.1%, agree: 30.3%, neutral: 42.4%, disagree: 24.2%, and strongly disagree: 0%), uses singing tik tok with: strongly agree: 5%, agree: 36.4%, neutral:34.4%, disagree: 24.2%, and strongly disagree: 0%.) uses inspire christian tiktok (strongly agree: 27.3%, agree: 46.5%, neutral: 15.2%, disagree: 7%, and strongly disagree: 4%), uses creative brings joy (strongly agree: 4.1%, agree: 60.6%, neutral : 30.3%, disagree: 5%, and strongly disagree: 0%.).

Teacher Perception for interest student : activate students (strongly agree: 9.1%, agree: 30.3%, neutral: 30.3%, disagree: 30.3%, and strongly disagree: 0%), increase concentration of student (strongly agree: 5.1%, agree: 30.3% , neutral: 30.3%, disagree: 30.1%, and strongly disagree: 4%), increase emotionally with involves the subject (strongly agree: 3%, agree: 39.4%, neutral: 39%, disagree: 18%, strongly disagree: 0%).

Teacher Perception with uses video tik tok so students has: attention and concretation (strongly agree: 4.1%, agree: 42.4%, neutral: 33.3%, disagree: 18.2%, and strongly disagree: 0%), excite in learning, strongly agree: 4.1%, agree: 42.4%, neutral: 33.3%, disagree: 18.2%, and strongly disagree: 3%) fress in learning (strongly agree: 0%, agree: 45%, neutral: 30%, disagree: 24%, and strongly disagree: 0%), active and glad in learning (strongly agree: 0%, agree: 18.2%, neutral: 33.3%, disagree: 42.4%, and strongly disagree: 6.1%) conctration in learning (strongly agree: 0, agree: 57.6%, neutral: 33.3%, disagree: 9.1%, and strongly disagree: 0%) energized in learning (strongly agree: 0, agree: 66.7%, neutral: 30.3%, disagree: 9.1%, and strongly disagree: 0%), emotionally involve in material learning (strongly agree: 0%, agree: 60,6%, neutral: 30.3%, disagree: 9.1%, and strongly disagree: 0) has motivation in learning (strong agree: 0%, agree: 45.5%, neutral: 39.4%, disagree: 15.1, and strongly disagree: 0%).

Teacher Perception with uses singing, student has interest In learning (strongly agree: 0%, agree: 42.4%, neutral: 39.4%, disagree: 18.2%, and strongly disagree: 0%), attention and concentration (strongly agree: 6.1%, agree: 48.5%, neutral: 42.4%, disagree: 3%, and strongly disagree: 0%), active in learning (strongly agree: 0%, agree: 60.6%, neutral: 33.3%, disagree: 6.1%, and strongly disagree:

0%), feeling knowliedgable in learning (strongly agree: 4%, agree: 48% , neutral: 42 %, disagree: 5.1%, and strongly disagree: 0%).

Teacher Perception uses inspire christian , student has attention and concentration (strongly agree: 4%, agree: 57%, neutral: 33.3%, disagree: 5.1%, and strongly disagree: 0%.), has energize in learning (strongly agree: 4%, agree: 57.6%, neutral: 33.3%, disagree: 5.1%, and strongly disagree: 0%) , strenghened interest In learning (strongly agree: 9.1%, agree: 60.6%, neutral: 24.2%, disagree: 6.1%, and strongly disagree: 0%), has feeling konwledable in learning (strongly agree: 9.1%, agree: 63.6%, neutral: 21.1%, disagree: 6.1%, and strongly disagree: 0%), do the job with interest and passion in learning (strongly agree: 7.1%, agree: 51.5%, neutral: 36.4%, disagree: 5%, and strongly disagree: 0%), and emotionally involve (strongly agree: 6%, agree: 48.5%, neutral: 42.4%, disagree: 3.1%, and strongly disagree: 0%).

Teachers use creativity that brings joy, student has do the job with passion (strongly agree : 15.1%, agree: 57.6%, neutral: 27.3%, disagree: 0%, and strongly disagree: 0%), feeling knowledable in the subjec matter (strongly agree: 6.1%, agree: 24.2%, neutral: 57.6%, disagree: 12.1%, and strongly disagree: 0%), attention and concentration (strongly agree: 6%, agree: 60.6%, neutral: 30.3%, disagree: 3.1%, and strongly disagree: 0%), energize do homework (strongly agree: 4%, agree: 60.6%, neutral: 33.3%, disagree: 2.1%, and strongly disagree: 0%), and emoptioval involve (strongly agree: 3%, agree: 57.6%, neutral: 36.4%, disagree: 3.%, and strongly disagree: 0%).

From the results of the teacher's perception of tiktok in students' learning show strongly agree: 15%, agree: 65 %, neutral: 10 %, disagree: 5%, and strongly disagree: 3%.

Normality and Linearity

The linearity of the teachers' perceptions to students' interest can be obtained. Teachers' Perception: Using Tiktok (X) on students' religion learning interest (Y) is 0.782

Table 2

Linearity Test below

			Number of Squares	df	Mean Square	F	Sig.
			ANOVA table				
Interest in Learning Use TiktokMedia	Inter Group		465,87335,836	13	(Combined)	1,287	0.342
		Linearity	256 127	1	256 127	.9196	0,011
		deviation from linearity	17,479 0.628 0.782	12			209,747
	In Groups		306 367	11	27 852		
	Total		772,240	24			

From the results of 0.782> 0.05, we see the use of linear TikTok with students' interest in learning religious education. Second, from the Kolmogorov-Smirnov One-Sample Test for normality, the data's value (Sig.) is greater than 0.05, the data is normally distributed.

Table 2

Normality

(test of the One-Sample Kolmogorov-Smirnov)		Interest in Learning	Usage Tiktok
N		33	33
Normal Parameters [a, b]	Means	36,5200	47,2000
	Std. Deviation	5.67245	5.85947
Extreme Most Difference	Absolute	.126	.139
	Positive	.126	.139
	Negative	-.105	-.086
Test Statistics		.126	.139
Asymp. Sig. (2-tailed)		.200 [c, d]	.200 [c, d]
a. Normal test distribution.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is the lower bound of its true meaning.			

Using Tiktok Asiymp.Sig education religion interest (2-tailed) = 0.200, is rather low.

Table 3

Interpretation

r	Interpretation
0,800-1,000	high
0,600-0,800	Medium
0,400-0,600	low
0,200-0,400	Somewhat low
0,000-0,200	Very low

Table 4

Association Size

	R	R Squared	Eta	SquaredEta
Interest in Learning	.576	.332	.777	.603
*		.0.099		
Use of Tiktok				

Then, to determine the effect of the TikTok (X) on the interest variable in Christian Education Learning interest (Y) with R Square x 100%. The R Square value is 0.099. This value implies that the

effect of using the TikTok application (X) on the interest in learning Religion Education (Y) is 9.9%, while the remaining is 90.1%. Conclusion: R Squared = 0.332, meaning that 33.2% of the TikTok is a variable that can predict interest in learning, 66.8% of other variables
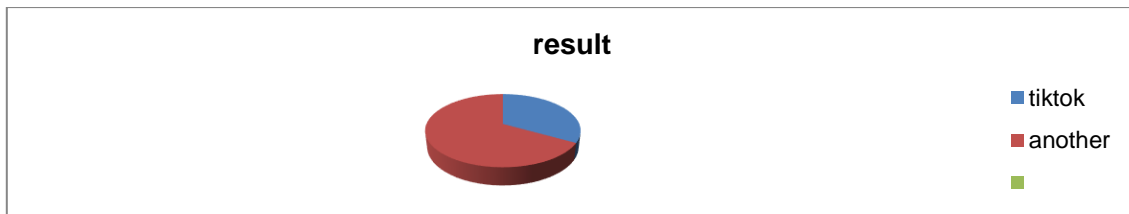

Figure 1. Graphic of result

Discussion and Conclusion

There is a positive influence that can be observed from the use of TikTok on students' interest in learning religious education with about 33.2% positive interest rate. For example, singing a song about love and moving to it on a TikTok can help students become interested in learning about love.

Arsyad said that the results of this study prove the expert theory, which shows that the use of learning media (one of which is TikTok) in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences to students (2011;15). Furthermore, Sidjabat conveyed the benefits of learning media (with TikTok), to include: 1) attracting students' attention, 2) focusing students' attention, 3) saving learning time so that it takes place faster, 4) teaching religion education as a focus of students' attention, and 5) encouraging students to take part in learning activities (2010; 134).

In the use of TikTok in learning, attention must be paid to first, the interaction and communication skills of teachers to students. Second, the teachers' ability to adjust music, songs, and movements according to religious education. Three, teachers must pay attention to the children's learning and psychological environment. Four, teachers must pay attention to usability, consistency, and simplicity. Rusman said that students do not experience difficulties both in the learning process and in navigating contents, material, and other learning activities Fifth, the time must be short. Sixth, the contents must have meaning and the teachings of religion. (2011; 138).

Conclusion

Teachers' Perception: The use of Tiktok as a strategic and diverse tool can provide messages, information, or concepts to be conveyed to elementary schools that can be developed in various forms, such as photos, pictures, and illustrations, sketches, line drawings, graphs, charts, dance, chart and a combination of two or more forms. Meanwhile, students' learning interest is a feeling of liking and being interested in something or activity, without anyone teaching the relationship between himself and something outside himself so that it can determine the degree of students' learning activeness.

The teachers' perception of teaching through the use of TikTok provides a positive linear relationship with learning interest from elementary schools in 2021 because $r_{count} > r_{table}$ 0.782 > 0.05 is linear. Furthermore, based on the theory results.

Suggestions

Various learning methods can be used to attract students' interest. For this reason, in addition to tiktok, teachers must also think about ways, methods and techniques as well as strategies that arouse mina learning. For further researchers examine the use of other applications in attracting student learning interest.

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