

INNOVATIVE LEARNING SPACES: UTILIZING TIKTOK FOR ELEMENTARY SCHOOL STUDENT LEARNING

**Yayan Alpian^{1*}, Sri Wulan Anggraeni², Mahpudin³, Sri Wahyuningsih⁴,
Salati Asmahanah⁵**

^{1,2} Universitas Buana Perjuangan Karawang

Jl. HS. Ronggo Waluyo, Puseurjaya, Telukjambe Timur, Karawang, Jawa Barat 41361, Indonesia

³ Universitas Majalengka

Jl. Raya K H Abdul Halim No.103, Majalengka Kulon, Kec. Majalengka, Kabupaten Majalengka,
Jawa Barat 45418, Indonesia

⁴ Universitas Trunojoyo Madura

Jl. Raya Telang, Perumahan Telang Inda, Telang, Kec. Kamal, Kabupaten Bangkalan, Jawa Timur 69162,
Indonesia

⁵ Universitas Ibn. Khaldun

Jl. Sholeh Iskandar, RT.01/RW.10, Kedungbadak, Kec. Tanah Sereal, Kota Bogor, Jawa Barat 16162, Indonesia

^{1*} yayan.alpian@ubpkarawang.ac.id, ² wulan.anggraeni@ubpkarawang.ac.id, ³ mahpudin893@gmail.com,

⁴ sri.w@trunojoyo.ac.id, ⁵ salati@fai.uika-bogor.ac.id

Abstract

The implementation of TikTok as an innovative learning tool for elementary school students is carried out through a community service program. The use of TikTok social media in the learning process aims to increase students' engagement, understanding, and creativity in the learning process. The program was designed using lecture and question-and-answer methods, focusing on the importance of using TikTok wisely and responsibly. The results of this program show a significant increase in student engagement, material understanding, and creativity development in educational content creation. TikTok has proven to be an effective engaging and interactive learning medium that motivates students to be more active in the learning process. Despite the challenges related to supervision in the use of social media, this program illustrates the significant potential of TikTok as an educational tool that can be adapted to meet students' learning needs in the digital era.

Keywords: Elementary Education, Innovative Learning, TikTok

INTRODUCTION

In recent years, the integration of social media platforms such as TikTok into educational settings has attracted significant attention as a potential tool to enhance students' learning experience. Education in the digital age requires innovative approaches to remain relevant and effective. One such platform that is gaining popularity among children and teenagers is TikTok (Guo, 2022). By utilizing the potential of TikTok, an initiative was designed in community service activities with the title "Innovative Learning Space: Utilizing TikTok for Elementary School Student Education." A situation analysis was the first step in

formulating this initiative. The current educational context is filled with the need for innovative approaches to overcome the challenges of conventional learning. Elementary school, as the initial stage in formal learning, is the perfect place to introduce learning methods that are in line with the times. However, before going any further, it is important to understand the conditions and challenges faced. The use of TikTok as a learning tool can serve as an effective, engaging and interactive learning medium for students in the 21st century that suits their abilities and preferences. (Conde-Caballero et al., 2024; Montag et al., 2021). The integration of TikTok as an educational tool presents a promising avenue to enhance the learning experience among children. TikTok's popularity among teachers offers a unique opportunity to engage students in a more interactive and engaging way. (Aziz & Dali, 2023).

The use of TikTok as a pedagogical tool has great potential to enhance the learning experience of primary school students. It not only improves students' understanding and knowledge but also fosters creativity, collaboration, and critical thinking skills (Manurung et al., 2023; Putri et al., 2023). The use of TikTok in education can bridge the gap between teachers and students by providing a fun and relaxed way to deliver subject matter. TikTok offers a range of simple features and diverse multimedia that allows users to create videos with complexity and originality. These features can be utilized by educators to deliver educational content in an engaging and visual way. By integrating TikTok into the learning process, educators can make the delivery of educational material more interesting and interactive, thereby increasing student engagement and motivation. (Clarissa & Lobo, 2022; Escamilla-Fajardo et al., 2021). In addition, through the use of TikTok, educators can tap into students' interests and desires, making learning more comprehensible and enjoyable. However, despite the potential benefits, there are some important challenges that need to be addressed to ensure the safe and effective use of TikTok in educational settings. Additionally, concerns have been raised about TikTok's influence on students' social attitudes and behaviors, suggesting a need for careful oversight (Alpian et al., 2024). One of the main concerns is student safety and supervision when using social media platforms like TikTok for educational purposes. Establishing clear guidelines and implementing strict supervision by schools, parents and teachers is essential to protect students and ensure their interactions on TikTok remain constructive. (Bucknell Bossen & Kottasz, 2020; Xiuwen & Razali, 2021).

By paying attention to this situation analysis, this community service activity with the theme "Innovative Learning Space by Utilizing TikTok for Elementary School Student Learning" is expected to create an innovative learning experience that is able to inspire, attract, safe, and empower elementary school students to become active, creative, and competitive learners, and make a positive contribution to improving the quality of education in this digital era.

IMPLEMENTATION METHOD

Community service activities with the theme "Innovative Learning Space: Utilizing Tiktok for Elementary School Student Learning" is a social activity designed to provide knowledge and understanding to the community, especially elementary school students, on how to utilize Tiktok social media as a learning tool and also as an effective communication and information tool that is used wisely and responsibly.

The steps of the activity Utilizing Tiktok for Elementary School Student Learning are carried out:

1. Developing an Activity Plan

This activity plan will be implemented for three weeks and conducted twice a week. Each implementation is carried out for two hours. The hope of this activity is that children become more aware of using social media wisely and responsibly and utilize social media for learning purposes.

2. Preparation Stage

Before carrying out community service activities, a survey of activity locations located in elementary schools in the Karawang Regency area was first carried out. The survey is intended to see the situation of needs related to community service and the extent of the level of needs required by the participants of the community service activities. Furthermore, the preparation of materials / materials which include: material with power point media for elementary school-age children in the Karawang Regency area.

3. Activity Implementation Phase

In this stage, first, an explanation of the material about utilizing TikTok for elementary school student learning in the order of the learning process and implementation in the daily lives of students in the community, displaying TikTok social media with content that is in accordance with subject matter in elementary schools, this session focuses on providing knowledge, explanation and motivating children to play a more active role in utilizing TikTok for elementary school student learning both individually and in groups.

4. Activity Implementation Method

To carry out these activities, several methods of implementing activities are used, including:

- a. **Lecture Method.** This method was chosen to provide knowledge and explanations about the material utilizing tiktok for elementary school student learning: giving children an understanding of the importance of tiktok media as a means of learning and being wise and responsible in its use.
- b. **Q&A Method.** This session is very important for activity participants, both when receiving knowledge and explaining the material utilizing TikTok for elementary school student learning. This method allows children to explore as much knowledge as possible about how TikTok media is used as a medium for student learning, and how daily behavior in utilizing and using TikTok social media.

RESULTS AND DISCUSSION

The results of this activity show a significant increase in student engagement during the learning process. Based on observation and evaluation, students who were initially passive became more active and enthusiastic in learning after the use of TikTok was introduced. The learning content delivered through TikTok is able to attract students' attention in a more visual and interactive way. In addition, the use of TikTok as a learning media has also succeeded in improving students' average scores in several subjects, especially in language and art lessons, where creativity is an important aspect.

1. Student Engagement

Survey and observation results show that students feel more engaged in the learning process when using TikTok as a learning medium. The development of TikTok into a versatile communication tool (Shanthi et al., 2024) has opened up opportunities for teachers to utilize it as a medium to teach various subjects beyond traditional methods (Oktariana, 2024). Students stated that the interactive short video feature helped them understand the material more easily and enjoyably. The platform's features, including short-form videos and interactive elements, make it conducive to creating engaging educational content (Hayes et al., 2020). Incorporating educational videos on TikTok has been shown to significantly help learners visualize the knowledge gained (Adelhardt & Eberle, 2024). This is in line with research (Savitri & Sukoyo, 2023; Singarimbun, 2023) that the use of social media in learning can significantly increase student engagement. TikTok, in education has become significant and has the ability to increase student participation and creativity. (Tutiasri et al., 2020). Teachers need to be responsive to students' use of social media and provide insight that social media can be an effective tool in education. (Ferdiansyah et al., 2022).

2. Improved Understanding of Material

From the evaluation test results, there was an increase in the average student score compared to the conventional learning method. This shows that the use of TikTok not only increases learning interest but also students' understanding of the subject matter. The use of visual, audio, and interactive elements in videos can trigger curiosity and foster a desire to learn among children, leading to increased engagement in learning activities. (Hudain et al., 2023). Moreover, incorporating technology in education has been shown to increase students' interest in learning and help adapt education to the ever-evolving technological landscape (Aisyah et al., 2024). Research results Tiara Hutamy et al., (2021) also indicated that the use of TikTok media in learning can help students achieve higher grades than traditional learning methods. Other research has shed light on the impact of using TikTok as an educational platform, describing its effectiveness in improving student engagement, creativity, and academic achievement. (Nurchahyo & Jadmiko, 2022; Prasetyo & Firmansyah, 2023; Sari & Kurnia, 2022; Ue Raja et al., 2023). TikTok can be a valuable resource for educators who want to improve the learning experience and academic achievement of students in elementary school. (Anisa et al., 2022; Dewi et al., 2023).

3. Creativity Development

One of the objectives of this program is to develop students' creativity in creating educational content. As a result, students managed to create educational videos with creative concepts, using various features provided by TikTok. This proves that this platform can be an effective tool in encouraging student creativity, as suggested by (Aninda Devi, 2022) the role of TikTok in fostering creativity and cultural appreciation among students, especially in subjects such as Art and Culture). (Heristama & Sholeh, 2022; Ue Raja et al., 2023). By encouraging students to express themselves through creative videos and innovative projects, TikTok can foster artistic skills and cultural awareness, which contribute to a more holistic educational experience. Moreover, the effectiveness of TikTok as a learning medium has been underscored by comparisons with traditional teaching tools such as PowerPoint, where TikTok often shows higher levels of engagement and effectiveness in knowledge retention. (Heristama & Sholeh, 2022; Supratman et al., 2022). In addition, the use of TikTok can facilitate a collaborative learning environment, where students can actively participate, share knowledge, and engage with the subject matter in a dynamic and interactive way. (Dewi et al., 2023). However, the use of Tiktok as a learning media must be balanced with awareness of the potential negative impact on learning motivation and social development (Alpian et al., 2024; Mariyati & Wilmar, 2024). Educators should consider these factors when incorporating TikTok into their teaching strategies to create effective and responsible innovative learning spaces.

CONCLUSION

The conclusion of the community service activity with the theme "Innovative Learning Space: Utilizing TikTok for the Education of Elementary School Students" it can be concluded that the use of the TikTok social media platform significantly increases student engagement, material understanding, and creativity. Students who were initially passive became more active in learning, with improved grade point averages and developed creativity through educational content creation. Nonetheless, there is a need for close supervision in the use of TikTok to ensure student safety. Therefore, it is recommended that schools and parents together set clear guidelines regarding the use of this social media, so that the potential of TikTok as an educational tool can be maximized while maintaining student safety and comfort. Targeted use of TikTok can be an effective and relevant learning model in this digital era, and encourage students to become creative and innovative learners.

REFERENCES

- Adelhardt, Z., & Eberle, T. (2024). TikTok as an Educational Platform: Teenagers' Experiences. *European Conference on Social Media*, 11(1), 1–8. <https://doi.org/10.34190/ecsm.11.1.2331>
- Aisyah, S., Sholeh, M., Lestari, I. B., Yanti, L. D., Nuraini, N., Mayangsari, P., & Mukti, R. A. (2024). Peran Penggunaan Teknologi dalam Pembelajaran IPS di Era Digital. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 44–52. <https://doi.org/10.54371/jiepp.v4i1.382>
- Alpian, Y., Anggraeni, S. W., Fitri, A., & Nur Rizki, P. (2024). Social Dynamics of Elementary School Students: The Impact of TikTok in the Digital Age. *Jurnal Ilmiah Sekolah Dasar*, 8(2), 193–201. <https://doi.org/10.23887/jisd.v8i2.74297>
- Aninda Devi, A. (2022). *Pemanfaatan Aplikasi Tiktok sebagai Media Pembelajaran*. 3(1), 2723–8199. <https://doi.org/10.21831/ep.v3i1.40990>
- Anisa, M., Putri, R. N., Regina, Y., & Nugraha, D. (2022). Pengembangan Media Tiktok pada Mata Pelajaran IPS Perubahan Sosial Budaya Sebagai Modernisasi Bangsa di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6998–7006. <https://doi.org/10.31004/basicedu.v6i4.2982>
- Aziz, H. A. A., & Dali, S. Z. M. (2023). More Than Just Engaging? Tiktok As An Effective Educational Tool. *International Journal of Education, Psychology and Counseling*, 8(52), 133–142. <https://doi.org/10.35631/IJEP.852011>
- Bucknell Bossen, C., & Kottasz, R. (2020). Uses and gratifications sought by pre-adolescent and adolescent TikTok consumers. *Young Consumers*, 21(4), 463–478. <https://doi.org/10.1108/YC-07-2020-1186>
- Clarissa, S., & Lobo, J. (2022). Rising Popularity of TikTok During the Pandemic: Utilization of the Application Vis-À-Vis Students' Engagement. *American Journal of Interdisciplinary Research and Innovation*, 1(2), 43–48. <https://doi.org/10.54536/ajiri.v1i2.699>
- Conde-Caballero, D., Castillo-Sarmiento, C. A., Ballesteros-Yáñez, I., Rivero-Jiménez, B., & Mariano-Juárez, L. (2024). Microlearning through TikTok in Higher Education. An evaluation of uses and potentials. *Education and Information Technologies*, 29(2), 2365–2385. <https://doi.org/10.1007/s10639-023-11904-4>
- Dewi, I. G. K. K., Kertih, I. W., & Maryati, T. (2023). Pengembangan Media Pembelajaran IPS berbasis Platform TikTok untuk Peningkatan Motivasi dan Hasil Belajar Siswa SMP. *Media Komunikasi FPIPS*, 22(2), 131–140. <https://doi.org/10.23887/mkfis.v22i2.65019>
- Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302. <https://doi.org/10.1016/j.jhlste.2021.100302>
- Ferdiyansyah, A., Zahara, S. L., Rahayu, W. P., & Alfian, M. (2022). Efektivitas model pembelajaran role playing terhadap peningkatan interaksi sosial siswa kelas 4 SDN Bumiayu 2 Malang. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 5(1), 64–75. <https://doi.org/10.12928/fundadikdas.v5i1.5039>
- Guo, J. (2022). *Research on the Influence of TikTok on Teenagers*. 1390–1393. <https://doi.org/10.2991/assehr.k.220105.254>

- Hayes, C., Stott, K., Lamb, K. J., & Hurst, G. A. (2020). "Making Every Second Count": Utilizing TikTok and Systems Thinking to Facilitate Scientific Public Engagement and Contextualization of Chemistry at Home. *Journal of Chemical Education*, 97(10), 3858–3866. <https://doi.org/10.1021/acs.jchemed.0c00511>
- Heristama, A. R., & Sholeh, M. (2022). Efektivitas Penggunaan Media Pembelajaran Video Tiktok @Infobmkg dalam Meningkatkan Hasil Belajar Siswa pada Pembelajaran Geografi Materi Mitigasi Bencana Alam di Kelas XI IPS SMAN 2 Bae Kudus. *Edu Geography*, 10(2), 59–66. <https://doi.org/10.15294/edugeo.v10i2.59130>
- Hudain, Muh. A., Kamaruddin, I., Irvan, I., Juhanis, J., Weraman, P., & Saddhono, K. (2023). Media Pembelajaran Berbasis Video: Apakah berpengaruh terhadap peningkatan motivasi belajar pada Anak? *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(4), 4881–4891. <https://doi.org/10.31004/obsesi.v7i4.4924>
- Manurung, M. J., Edwina, Y., Ginting, R. R., Ananda, D. T., & Perangin Angin, L. M. (2023). The Effect of Tiktok Social Media on Learning Achievement of Class IV Students at SDN 101767 Tembung. *Journal of Educational Analytics*, 2(2), 225–232. <https://doi.org/10.55927/jeda.v2i2.4338>
- Mariyati, L. I., & Wilmar, M. P. (2024). Examining the Negative Impact of TikTok Usage on Elementary Students' Learning Motivation. *Indonesian Journal of Education Methods Development*, 19(3). <https://doi.org/10.21070/ijemd.v19i3.835>
- Montag, C., Yang, H., & Elhai, J. D. (2021). On the Psychology of TikTok Use: A First Glimpse From Empirical Findings. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.641673>
- Nurchahyo, S. F., & Jadmiko, R. S. (2022). Kelayakan Konten Tiktok Berbahasa Jawa untuk Media Pembelajaran Bahasa Jawa di Sekolah Dasar. *Sultra Educational Journal*, 2(2), 159–164. <https://doi.org/10.54297/seduj.v2i2.290>
- Oktariana, K. D. C. (2024). The Role Of Language In Shaping Teachers' Identity On Tiktok. *Esteem Journal of English Education Study Programme*, 7(2), 324–333. <https://doi.org/10.31851/esteem.v7i2.14987>
- Prasetyo, A. D., & Firmansyah, D. (2023). Hubungan Media Sosial Tiktok Terhadap Kemampuan Komunikasi Matematis Siswa. *Lattice Journal : Journal of Mathematics Education and Applied*, 3(2), 170. <https://doi.org/10.30983/lattice.v3i2.7596>
- Putri, N. A., Kamaluddin, K., & Amrina, A. (2023). TikTok Application on Achievement and Learning Motivation at Influence Colleges. *Sciencetechno: Journal of Science and Technology*, 2(1), 80–96. <https://doi.org/10.55849/sciencetechno.v2i1.62>
- Sari, D. A. P. P., & Kurnia, I. (2022). Upaya Meningkatkan Hasil Belajar Keragaman Budaya Indonesia Melalui Tiktok pada Kelas V Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8285–8295. <https://doi.org/10.31004/basicedu.v6i5.3686>
- Savitri, R. D., & Sukoyo, J. (2023). The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, 15(3). <https://doi.org/10.35445/alishlah.v15i3.2868>
- Shanthi, A., Jumaat, N. A. F., Suppiah, P. C., Johar, E. M., & Arumugam, N. (2024). From Trending to Teaching: A Framework to Analyze TikTok Videos for Vocabulary Instruction. *International Journal of Social Science Research*, 12(2), 136.

- <https://doi.org/10.5296/ijssr.v12i2.21904>
- Singarimbun, P. (2023). Pengaruh Penggunaan Media Sosial dalam Proses Pembelajaran di Sekolah. *Cognoscere: Jurnal Komunikasi Dan Media Pendidikan*, 1(1), 1–6. <https://doi.org/10.61292/cognoscere.v1i1.19>
- Supratman, S. H., & Suhendi, H. (2022). Efektivitas Dakwah Melalui Media Sosial Tiktok dalam Meningkatkan Nilai-Nilai Keberagamaan. *Jurnal Riset Komunikasi Penyiaran Islam*, 10–14. <https://doi.org/10.29313/jrkpi.v2i1.748>
- Tiara Hutamy, E., Naila Quin Azisah Alisyahbana, A., Arisah, N., & Hasan, M. (2021). Efektivitas Pemanfaatan Tik Tok Sebagai Media Pembelajaran Dalam Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Pendidikan Dompot Dhufa*, 11(1), 21–26.
- Tutiasri, R., Laminto, N. K., & Nazri, K. (2020). Pemanfaatan Youtube Sebagai Media Pembelajaran Bagi Mahasiswa di Tengah Pandemi Covid-19. *Jurnal Komunikasi, Masyarakat Dan Keamanan*, 2(2). <https://doi.org/10.31599/komaskam.v2i2.3220>
- Ue Raja, R. S., Wahyuningtyas, T., & Widyawati, I. W. (2023). Pengaruh TikTok terhadap Kreativitas Siswa Kelas VIII pada Mata Pelajaran Seni Budaya Di SMP Negeri 16 Malang. *JoLLA: Journal of Language, Literature, and Arts*, 2(11), 1602–1612. <https://doi.org/10.17977/um064v2i112022p1602-1612>
- Xiuwen, Z., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students. *Universal Journal of Educational Research*, 9(7), 1439–1451. <https://doi.org/10.13189/ujer.2021.090710>