

Development of Technology-Based Learning Media Using Tiktok Filters on the Material of the Proclamation of Indonesian Independence on the Learning Outcomes of Class XI Students of SMA N 12 Semarang

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ABSTRACT

The purpose of this research is to develop technology-based learning media using TikTok filters in the context of history education. With the advancement of technology and social media, TikTok has become one of the most popular platforms among learners. Therefore, by using the interactive features it contains, learners can improve engagement and learning outcomes in learning. This study involves the design and implementation of TikTok filters tailored to relevant historical materials, such as important events and historical figures. This research uses the RnD method. TikTok filters will be created and tested with groups of students to assess their effectiveness in improving understanding and learning outcomes. Test results show that the use of TikTok filters in the history classroom creates a more engaging and enjoyable learning experience and improves learners' understanding of the historical material taught. It is hoped that this approach will make history learning more accessible to the digital generation who are accustomed to social media, while utilizing technology to support a more effective and interactive learning process.

Keywords: Tiktok; Quiz; History

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan media pembelajaran berbasis teknologi menggunakan filter TikTok dalam konteks pendidikan sejarah. Dengan kemajuan teknologi dan media sosial, TikTok telah menjadi salah satu platform paling populer di kalangan pelajar. Oleh karena itu, dengan menggunakan fitur interaktif yang dikandungnya, peserta didik dapat meningkatkan keterlibatan dan hasil belajar dalam pembelajaran. Studi ini melibatkan desain dan penerapan filter TikTok yang disesuaikan dengan materi sejarah yang relevan, seperti peristiwa penting dan tokoh sejarah. Penelitian ini menggunakan metode RnD. Filter TikTok akan dibuat dan diuji dengan kelompok siswa untuk menilai efektivitasnya dalam meningkatkan pemahaman dan hasil pembelajaran. Hasil pengujian menunjukkan bahwa penggunaan filter TikTok di kelas sejarah menciptakan pengalaman belajar yang lebih menarik dan menyenangkan serta meningkatkan pemahaman peserta didik tentang materi sejarah yang diajarkan. Diharapkan pendekatan ini akan membuat pembelajaran sejarah lebih mudah diakses oleh generasi digital yang terbiasa dengan media sosial, sekaligus memanfaatkan teknologi untuk mendukung proses pembelajaran yang lebih efektif dan interaktif.

Kata kunci: Tiktok; Kuis; Sejarah

INTRODUCTION

Information technology is currently growing rapidly. We can see and feel this in almost all aspects and fields, one of which is education with the presence of the latest technological innovations. The era of the industrial revolution 4.0 is an era where almost everything is controlled by technology, including the world of education. Technological advances in the 4.0 era now encourage us to improve the abilities and skills of human resources as a driver of the progress of information technology-based education in order to face the challenges of Industry 4.0 which continues to accelerate (Abdul Aziz & Mohd Dali, 2023). Information technology is currently widely used in various fields, one of which is the field of education. With the advancement of information technology in the field of education, this makes it easier for students to obtain data, process data and analyze data to produce accurate, relevant, fast and clear data or information. (Drivas et al., 2024)

Education is a teaching-learning process so that people can think wisely. Therefore, education is the most important means in realizing the ideals of the nation. Likewise with history education as a means of education, history teaching includes normative teaching, because its goals and objectives are more aimed at the value and meaning aspects in accordance with the educational objectives themselves (Conde-Caballero et al., 2024). History learning is one of the lessons in which it discusses events that occurred in the past. history is a very important tool in instilling the values of nationalism and national struggle. It is no secret that history is an uninteresting subject, boring, difficult and others that show that students actually do not like history lessons (Rejeb et al., 2024). This can be reinforced if the teacher who teaches it is monotonous, too theoretical, and abstract, lack of teaching modules, plus the curriculum is always changing. (Putri et al., 2024)

Another problem that is equally important in learning history is the teaching system. How can teachers present material that can attract students to learn it (Gil-Cordero et al., 2023). Given that history subject matter in general is mostly memorizing and understanding an event that has occurred in the past. Therefore, teachers are required to be able to package historical subject matter well and fun, for example by creating educational learning media that can support learning by utilizing technological advances such as social media (López-Carril, González-Serrano, et al., 2024a). Ainiyah explained that social media is an online media where users can easily join, share, and create creative ideas that will later be shared on social networks.

Some history education experts and historians give opinions about the phenomenon of history learning that occurs in Indonesia. One of them is Prof. Hamid Hasan who explained that the current reality, the history teaching model is far from expectations to enable children to see its relevance to present and future life (Poza-Méndez et al., 2024). Starting from elementary to high school level, history education tends to only utilize historical facts as the main material. It is not strange that education here feels dry, uninteresting, and does not provide opportunities for students to learn to explore the meaning of a historical event (Heyang & Martin,

2024). Therefore, creating a learning environment that stimulates students' interest and motivates them is important for educational success. One alternative method that can be used to impress students is the use of appropriate learning media.(Pérez-Sabater et al., 2024)

Good and educational learning media is media that combines text, images, audio, video and animation designed with the help of computer technology which aims to allow users to interact with the program and can be used as a tool for delivering certain messages to others (Dasoo, 2022). Learning media should be used as media that contains explanations of material in an unreal way through various components that can be seen, read and heard by visualizing the material with the visualization ability of students (Herring & Dainas, 2025). The use of media in learning can attract students' attention with illustrations and components that are presented attractively by the teacher (Mulyanah et al., 2024). One of them uses social media such as Instagram, YouTube, TikTok, podcasts, Twitter and many more. But in this study, it will only focus on TikTok social media. (Lee Mei & Abdul Aziz, 2022)

In the current 4.0 era, the internet has become part of human life. Along with the development of technology, there are many media used by humans to communicate, such as social media that can be easily accessed via the internet network (Vizcaíno-Verdú & Abidin, 2023). We can use social media as a means of communication, post stories, share photos or videos, and there are still many features that can be used along with the development of social media. Social media is in great demand by various groups because it is practical, can be accessed via cellphones, laptops and computers connected to the internet network (Wang et al., 2024). One of the social media that is currently trending is Tik Tok. The Tik Tok social media platform gives its users a lot of freedom in creating short videos, this encourages users to be able to increase their imagination and creativity.(Tan et al., 2024)

TikTok is a social media platform that is often used and is currently a trending application. Many people from various circles, be it children, teenagers or adults, use it because this application is considered very fun and easy to use (López-Carril, Watanabe, et al., 2024). Tiktok often updates its application development, especially for education. With the new features developed by Tik Tok, such as voice filters, music and the latest is that Tik Tok provides a guessing feature (Escamilla- Fajardo et al., 2021). So that we can create interesting guessing video content with sound or music support that can make history lessons more interesting and entertaining for students (Miedzobrodzka et al., 2024).

Based on the above problems, the researcher wishes to conduct a study entitled "Development of Technology-Based Learning Media Using Tiktok Filters on the Material of the Proclamation of Indonesian Independence on the Learning Outcomes of Class XI Students of SMA Negeri 12 Semarang".

METHODS

Research Design

This research is development research or RnD (Research and Development). The research and development research method is a research method designed to produce a certain product, and test the effectiveness of certain products (Abdul Karim et al., 2020). Development research is a process or step to create new products or improve existing products. Research has been conducted to test how effective existing products are before they can be used by the general public. Technology-based learning media using the guessing feature on Tiktok is a product resulting from this research. This research uses three data collection methods, namely interviews, observations, and questionnaires.

In this learning media development, the type of development used is the 4D type (Define, Design, Develop, Disseminate). The 4D type of development includes aspects of Define, Design, Develop, and Disseminate. Where the four phases are carried out with the aim of increasing effectiveness and efficiency in the learning process. The following are the stages of the 4D development research model used in the development of technology-based learning media using the guessing feature on Tiktok for class XI SMA N 12 Semarang students on the material of the Proclamation of Indonesian Independence.



Figure 1. Research Methods

Population and Sample

The school chosen as the research location is SMA N 12 Semarang which is located at Jl. Raya Gn. Pati, Plalangan, Mt. Pati, Semarang City, Central Java. With the number of students in class XI F-1 as many as 36 students. And 6 students selected from class XI F-1. Define.

Aiken item validity index formula

The Aiken index, introduced by Lewis R. Aiken in 1985, provides a clear numerical value to assess the content validity of a particular item based on expert

judgment. Validity relates to the extent to which the instrument reflects the behavioral characteristics or abilities being measured.

$$V = \frac{\sum}{(-1)}$$

Description:

V = rater agreement index

S = each rater's assigned score minus the lowest score in the category

n = number of raters

c = the number of categories that the rater can choose

Validity Criteria:

- Very High Validity: Values above 0.8 indicate that the item is highly relevant and usable. High Validity: Values between 0.4 to 0.8 indicate that the item requires revision.
- Low Validity: Values below 0.4 indicate that the item is invalid and should be removed or revised.

In educational research, the Aiken index is often used to analyze the content validity of assessment instruments, such as in studies on Scientific Habits of Mind and minimum competency assessment. The analysis results show that most items can be considered valid if they have an index value above a certain threshold. Thus, the use of validity testing with the Aiken index is an important step in the development of research instruments, ensuring that they are reliable and relevant for their intended evaluation purposes.

Data Collection

Data collection techniques using pretest and posttest. With 20 statement items that have been valid and reliable. The pretest is given when students have not taken learning, precisely at the first meeting. While the posttest is given when students have taken part in learning, precisely at the next meeting. This is to measure the increase in student learning outcomes after using the learning media.

Data Analysis

$$= \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$$

Data analysis was carried out by comparing pretest and posttest results using descriptive and inferential statistical analysis, such as t-test to determine whether there was a significant difference between the two tests.

The results of the analysis in determining the effectiveness of the Tiktok Quiz Filter as a learning media, if there is a significant increase in the posttest results

compared to the pretest, it can be concluded that the Tiktok Quiz Filter is effective in improving student learning outcomes.

Results and Discussion

The development of learning media with the Tiktok Quiz Filter in class XI F-1 SMA N 12 Semarang aims to overcome the problems of learning media needs. The development carried out refers to the Merdeka Curriculum. This is because in class XI at the research site school, namely at SMA Negeri 12 Semarang, it has implemented the Independent Curriculum. implementing the Merdeka Curriculum.

learning media requirements analysis

This study aims to develop technology-based learning media by using quiz filters on TikTok as an effort to improve the learning outcomes of class XI students of SMA Negeri 12 Semarang in the history subject of the Proclamation of Indonesian Independence. The results of this study are as follows. First, First, problems and potential. In the initial stage, namely potential and problems, observations and interviews were conducted with the XI grade teacher at SMA N 12 Semarang City. The results of the interview showed that students have problems in their ability or understanding of the historical material of the Proclamation of Indonesian Independence. In addition, the lack of technological innovation from teachers causes students to not use learning media effectively. (Puwo et al., 2023). Based on the results of observations and interviews with teachers and students, researchers found that the media used by students at SMA N 12 Semarang in learning History in class XI F-1 often uses Canva and has never used the Tiktok platform. The teacher has never developed history learning media through the Tiktok platform. This is an opportunity for researchers to develop history learning media through the Tiktok platform. The obstacles faced by history teachers in the learning process are the application of learning media. In learning, the media must be in accordance with the material being taught and adapt to the characteristics of students, sometimes in this case teachers are often constrained in making time. So that teachers more often use learning media that are already available or templates.

Second, information gathering. At this stage, questionnaires about teachers' and students' needs for learning media were distributed. The results of analyzing the data collected show that the delivery of material only uses teacher and student books (Vermeire et al., 2024). In addition, there is no supporting learning media, so students' interest in learning is minimal. Third, product design, namely semi-finished design. At this stage, product design is carried out (Pozzo et al., 2024). The product in question is in the form of a quiz filter learning media based on TikTok platform technology on the material of the proclamation of Indonesia's independence. This product is in accordance with learning objectives and achievements. (López-Carril, González-Serrano, et al., 2024b)

Development of Tiktok Quiz Filter Media

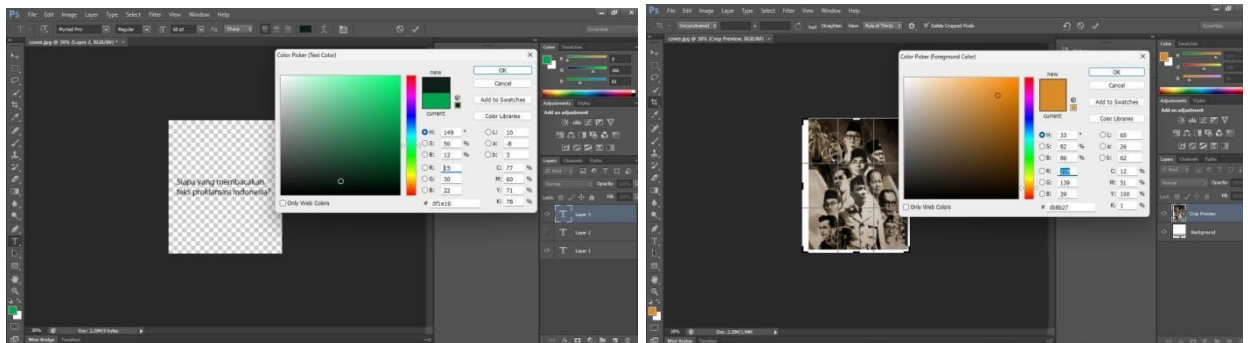
Before researchers carry out development, researchers must plan what the concept and design of the teaching materials will look like through several stages. Based on level 1 research and development, the following stages carried out by researchers:

1. Collection of Data or Product Information

This stage is carried out after researchers find potential and existing problems with the aim of collecting various data or information that can be used as material in planning certain products that are expected to help overcome these problems. Collecting data and information for this Tiktok Quiz Filter media through direct observation of the class, interviews with students and also the history teacher of class XI F-1. Therefore, after all the data and information is fulfilled, the researcher immediately integrates it with the material and also the needs at school so that the learning media can be accepted.

2. Product Design Draft

This TikTok filter media is designed to meet student needs by considering graphic design (images), text, and supporting audio. Media creation is integrated with the use of supporting graphic design applications such as Tiktok and Adobe Photoshop.



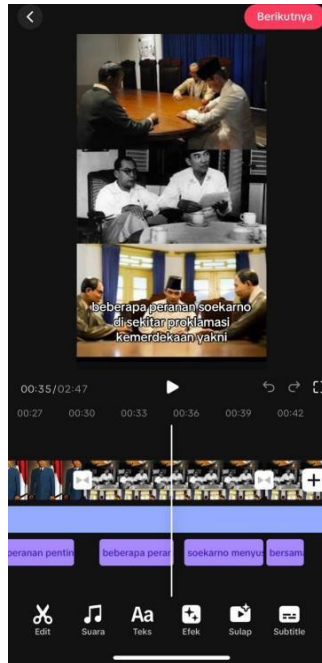


Figure 2. The Process of Making Tiktok Filter Graphic Design

After the graphic design is created using the Adobe Photoshop program, step four is to complete the graphic design and integrate it into the Tiktok platform to become a learning quiz filter which is the final product.

Tiktok Quiz Filter Media Trial Result



Figure 3. Learning quiz filter final product

After the media development stage is complete, the next stage is the media and material validation test. At this stage, the media and learning materials that have been worked on will be assessed or validated by expert experts, which results in a score or eligibility value shown in the following table:

Validity based on expert judgment

Table 1. Design Validation Score

Grain	Assessor		S1	S2	ΣS	n(c-1)	V	Information
	1	2						
Grain-1	4	5	3	4	7	8	0,875	Very high
Grain-2	4	4	3	3	6	8	0,75	High
Grain-3	4	5	3	4	7	8	0,875	Very high
Grain4	5	5	4	4	8	8	1	Very high
Grain-5	4	5	3	4	7	8	0,875	Very High
Grain-6	4	5	3	4	7	8	0,875	Very high
Grain-7	4	4	3	3	6	8	0,75	High
Grain-8	4	5	3	4	7	8	0,875	Very high
Grain-9	5	4	4	3	7	8	0,875	Very high
Grain-10	5	4	4	3	7	8	0,875	Very high
Grain-11	4	5	3	4	7	8	0,875	Very high
Grain-12	5	5	4	4	8	8	1	Very high
Grain-13	5	5	4	4	8	8	1	Very high
Grain-14	4	5	3	4	7	8	0,875	Very high
Grain-15	4	4	3	3	6	8	0,75	High

Table 2. Design Validation Score

Grain	Assessor		S1	S2	ΣS	n(c-1)	V	Description
	1	2						
Grain 1-15	65	70	50	55	105	120	0,875	Very High

The results of the descriptive analysis show that the media verification score by media experts and the material verification score by material experts reached a score of more than 80% which is classified as valid and included in the criteria very feasible to implement, namely. Then modify the design.

In this phase, the product was evaluated by the experts and modified according to their opinions. Suggestions from the media experts were in the form of typing changes. The material experts suggested adding sessions and explanations on how to use the media. The evaluations and assessments of the validators were then incorporated into the revisions. After the revision, the product trial was conducted.

Sixth, conducting product trials. The pilot test was conducted in class XI of SMA N 12 SEMARANG using 6 heterogeneous student samples. Two students were ranked top, two students were ranked middle, and two students were ranked bottom. This product trial began with learning through the learning media Filter quiz TikTok accompanied by the class teacher. After the learning is complete, the teacher is asked to fill out a response questionnaire about the product.

Table 3. Paired T test results

		Paired Samples Test								
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pretest - Posttest	-30.194	17.279	2.880	-36.041	-24.348	-10.485	35	.000	

Based on the output above, it can be seen that the average difference between pretest and posttest using SPSS version 25 with a sig.(2-tailed) value of 0.000. In the Paired Samples T-Test, it is said that there is a significant difference in value between the pretest and posttest data if the sig. (2-tailed) value <0.05. Meanwhile, if the sig value. (2-tailed) > 0.05 then there is no significant difference in learning outcomes between pretest and posttest data. From the t-test results above shows the sig value. (2-tailed) 0.000 <0.05, so it can be concluded that the results of the difference in pretest and posttest scores show a significant difference.

Furthermore, researchers used N Gain analysis to determine the category of average improvement of pretest and posttest. The result of N Gain analysis was 0.65. Students of class XI SMA N 12 Semarang showed an increase in value, with a moderate category. This average increase shows that history learning in class XI SMA N 12 Semarang has been successfully improved by using TikTok quiz filter media.

Table 4. N Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	36	-.30	1.00	.6428	.27148
Ngain_Persen	36	-30.43	100.00	64.2800	27.14799
Valid N (listwise)	36				

N-Gain inference is used to determine the effectiveness of a learning or intervention based on changes in student learning outcomes. Based on data analysis of self-efficacy results, the average N-Gain value is 0.6509 which is included in the moderate category. This average increase shows that the use of Tiktok quiz filter learning media in History learning in class XI SMA N 12 Semarang has succeeded in improving student learning outcomes.

Discussion

The media trial was conducted in two stages: small-scale and large-scale. In this small-scale study, a sample of 6 students was selected from a total class of 36 students. (Abdul Aziz & Mohd Dali, 2023) According to the small-scale experiment, non-random purposive sampling method was used and there are several aspects that need to be considered in determining the number of samples to be taken. In this small-scale test research, researchers consider cognitive aspects when selecting research samples. The sample amounted to 6 students, namely 2 students with high learning

outcomes, 2 students with moderate learning outcomes and 2 students with low learning outcomes (Zulkifli et al., 2022).

This small-scale experiment was conducted in three stages, with the first stage consisting of an initial trial of 20 multiple choice questions. The purpose of this pre-test question is to check the students' level of knowledge before using TikTok Quiz Filter learning media. In the second stage, students will undergo a learning process, namely learning using TikTok quiz filter learning media. (Usman et al., 2024) After learning with TikTok quiz filter media, in the third stage, post-test questions are given to students to see whether there is a difference between the pre-test (before using the media) and the post-test (after using the media). (medium). We investigated whether this was indeed the case) (Smith & Short, 2022).

The researchers conducted a small-scale trial and then a large-scale trial of the media with a total of 36 students. The implementation of the large-scale experiment was the same as the small-scale experiment, including giving pre-test questions, giving the learning process using the TikTok quiz filter media, and giving post-test questions (Susanti, 2021).

The results of data analysis show that the learning media quiz filter in Tiktok on the material of the Proclamation of Indonesian Independence is a supportive media for use in education. This is due to several reasons (Swart et al., 2024). First, learning with Quiz Filters on Tiktok on the material of the Proclamation of Indonesian Independence is very useful for learning because it can improve student learning outcomes. Tiktok quiz filter is a type of technology-based digital learning media that refers to content that presents information through various media, such as text, images, and sound. New studies show that learners across different age groups should be seen as active agents who understand and live media experiences through playful exploration and imaginative and symbolic play (Dezuanni & Schoonens, 2024).

Second, regarding the trial results obtained. After the trial use, it turns out that TikTok quiz filter media can help achieve learning objectives. Creative, effective, and fun learning is definitely inseparable from students' developmental characteristics, learning principles, and a curriculum that suits students' needs (Lemana et al., 2024).

Third, They also talked about how TikTok gave them the possibility to gather new information and ideas quickly, and they often mentioned that they felt able to interact with practices and people that they might not feel comfortable or confident interacting with in a face-to-face setting. The trend of using digital media to support IMC tools continues as marketers shift their budgets from mass media to digital media. (Gao et al., 2023)

Fourth, Tiktok provides various features, such as features for sending content, commenting, liking, chatting, and others. The results of the study regarding the effect of perceived benefits and satisfaction on intention to continue using are in line with research. (Griffiths et al., 2024)

Finally, this study has added to the research on TikTok usage in education. In addition, by adding system and information quality this research can expand and discover the factors that encourage users to continue using TikTok for education, especially for the Indonesian population. TikTok should pay attention to users' confirmation, enjoyment, system quality, and information quality to maintain and improve user satisfaction. TikTok can expand and improve its features to help students learn better by adding subtitles, speed adjustments, duration extensions, and playlists. TikTok should also evaluate its algorithms to better suit users and aid learning. Educational institutions should also consider elements that can assist students in using technology in education. TikTok can be used by academic institutions to enhance distance learning. TikTok has interesting content, easy-to-understand material discussions and up-to-date information, which makes it popular as an e-learning platform, according to data from interviews and questionnaires. (Carpenter et al., 2024)

TikTok quiz filter media has captured the attention of students, especially Gen Z who are active users of the platform. The interactive and fun format motivates students to participate in learning activities. This is in line with learning principles that emphasize the importance of active participation in the learning process. The use of this media creates a more dynamic learning environment. Students can passively receive information or can directly answer quiz questions. This fun learning improves information retention and helps students understand the subject matter.

TikTok quiz filter media is tailored to students' developmental characteristics, such as the need for social interaction and peer approval. Using a familiar platform makes the learning process relevant and contextualized. The media can also be adapted into existing curricula to ensure the material meets educational standards. By integrating curriculum content into the quiz format, teachers can ensure that students are not only having fun, but also learning the expected skills. Test results showed that many students gave positive feedback about their experience with this medium. Students felt more confident and happier as they competed with each other in answering questions and enjoyed the interactive learning process.

Overall, the TikTok quiz filter media proved effective in supporting the learning objectives by creating an engaging and customized learning experience for students. Using technology in education in this way offers great potential to improve the quality of learning in today's digital age.

CONCLUSION

The results showed that the learning media quiz filter through the TikTok platform has moderate feasibility based on expert validation and teacher and student responses. The N-Gain test results also show that the TikTok quiz filter developed effectively increases students' understanding of the material on the Proclamation of Indonesian Independence. It can be concluded that the quiz filter learning media through the TikTok platform is suitable for use in history learning. This learning

media can facilitate student learning and improve their learning outcomes in history lessons.

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