

## THE EFFECTIVENESS OF PROJECT-BASED LEARNING THROUGH TIKTOK IN IMPROVING STUDENT'S UNDERSTANDING OF PROCEDURE TEXTS

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### ABSTRACT

This study examines the effectiveness of project-based learning through TikTok in improving student's understanding of Indonesian procedural text. TikTok as a popular social media platform was chosen due to its potential to attract student's interest and engagement in the learning process. The research method used is qualitative research with data collection techniques through observation, interviews, and questionnaires involving 30 students. The results showed that project-based learning through TikTok was well implemented, encouraging student's active participation and collaboration. Most students gave positive perceptions towards the use of TikTok, feeling that this media made learning more interesting, helped them understand the material better, and improved creativity and collaborative skills. In addition, the use of TikTok proved effective in improving student's understanding of procedure texts, with the majority of students reporting improvements in conceptual understanding, memory, and retention of the material. Overall, this study confirms that the integration of TikTok in learning provides a significant positive impact, making learning more interactive and relevant to student's needs in the digital age. This conclusion demonstrates the importance of exploring and utilizing social media as a tool in education to improve learning quality and student engagement.

**Keywords:** Project Based Learning, TikTok, Prosedure Text

### ABSTRAK

*Penelitian ini mengkaji efektivitas pembelajaran berbasis proyek melalui TikTok dalam meningkatkan pemahaman siswa tentang teks prosedur Bahasa Indonesia. TikTok sebagai platform media sosial yang populer dipilih karena potensinya untuk menarik minat dan keterlibatan siswa dalam proses pembelajaran. Metode penelitian yang digunakan adalah penelitian kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan kuesioner yang melibatkan 30 siswa. Hasil penelitian menunjukkan bahwa pembelajaran berbasis proyek melalui TikTok diterapkan dengan baik, mendorong partisipasi aktif dan kolaborasi siswa. Sebagian besar siswa memberikan persepsi positif terhadap penggunaan TikTok, merasa bahwa media ini membuat pembelajaran lebih menarik, membantu mereka memahami materi dengan lebih baik, dan meningkatkan kreativitas serta keterampilan kolaboratif. Selain itu, penggunaan TikTok terbukti efektif dalam meningkatkan pemahaman siswa tentang teks prosedur, dengan mayoritas siswa melaporkan peningkatan dalam pemahaman konseptual, memori, dan retensi materi. Secara keseluruhan, penelitian ini menegaskan bahwa integrasi TikTok dalam pembelajaran memberikan dampak positif yang signifikan, membuat pembelajaran lebih interaktif dan relevan dengan kebutuhan siswa di era digital. Kesimpulan ini menunjukkan pentingnya mengeksplorasi dan memanfaatkan media sosial sebagai alat bantu dalam pendidikan untuk meningkatkan kualitas pembelajaran dan keterlibatan siswa.*

**Kata Kunci :** PjBL, Tiktok, Teks Prosedur

## INTRODUCTION

Indonesian language education is one of the important aspects in the education curriculum in Indonesia (Kemendikbud, 2016). One of the text types taught in Indonesian subjects is procedure text. Procedure text is a text that explains the steps to perform an action or process systematically. A good understanding of procedure text is important to develop student's literacy and language skills (Indarwati, 2018).

Student's interest and motivation in learning Indonesian, especially in understanding procedure text, is low. Students often find it difficult to be actively involved in the learning process, especially when the material taught is considered less interesting or irrelevant to their daily lives. In addition, student's lack of skills in understanding the structure and purpose of procedure text is also an obstacle in achieving a deep understanding of the material. Therefore, a learning approach that can motivate and actively engage students and improve their understanding of procedure text is needed.

The ideal condition of this problem is the realization of effective and meaningful Indonesian language learning for students, where students are able to understand well the procedure text and are able to apply it in everyday life (Suwandi et al., 2019). Ideal learning will create an environment where students feel actively involved in the learning process, are able to apply the concepts learned in real-life contexts, and are able to express their understanding in a variety of creative ways.

Therefore, the researcher chose to use a project-based learning approach through TikTok media as a solution to the problem. With this approach, students will be actively involved in creating procedure texts that are relevant to their daily lives, while utilizing a popular media that attracts their attention, namely TikTok.

The advantage of this Project Based Learning model assisted by TikTok media is its ability to motivate and actively involve students in learning. The use of TikTok media which is favored by the younger generation can also increase student's interest in learning. However, the disadvantage may lie in the challenge of managing and directing the use of TikTok to remain in accordance with learning objectives and the ethics of using social media (Fitriana & Kurniawan, 2020).

It is expected that by using this Project Based Learning model with TikTok media to create a meaningful and relevant learning experience for students, where they can apply their understanding of procedure text in a real-life context (Suranto, 2017). In addition, the use of

TikTok media can also provide opportunities for students to hone their communication skills and creativity.

The uniqueness of this research lies in the combination of project-based learning approach with the use of TikTok media in the context of Indonesian language learning for junior high school students in grade VII. Previous studies may have considered a project-based learning approach or the use of social media in learning, but the use of TikTok specifically in the context of learning procedural texts has not been widely explored. This is an interesting novelty to be researched in order to improve the effectiveness of Indonesian language learning in this digital era.

The case study conducted in Grade 7 of Bhakti Mulya Batujajar Junior High School is considered important to illustrate the implementation of project-based learning through TikTok in a real context. Thus, this research is expected to make a significant contribution in the development of more effective and engaging learning strategies in teaching procedure texts at the secondary school level.

Based on the title of the journal, the problem formulations to be discussed are 1) How is the implementation of project-based learning through TikTok in the context of Indonesian language education, especially on procedural text material? 2) How do students perceive the use of TikTok as a learning medium in improving their understanding of procedural text?; 3) What is the impact of using TikTok on student's understanding of procedure text?

## **METHOD**

According to Moleong (2017), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others, holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Meanwhile, Sugiyono (2016) defines qualitative research as a research method used to examine the conditions of the research.

Natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. Then Bungin (2012) explains that qualitative research is research used to understand social phenomena and human phenomena. This research seeks to reveal the meaning of various events experienced by

individuals or groups, as well as social interactions in a natural context, with interpretations made by researchers.

From the three definitions above, it can be concluded that qualitative research is a research approach that aims to understand and interpret the phenomena experienced by research subjects in a natural context. This research emphasizes an in-depth, descriptive, and contextual understanding of the behavior, perceptions, and experiences of the subject. The researcher becomes the key instrument in collecting data through various methods such as observation, interviews, and document analysis, and analyzes the data inductively to find the meaning of the phenomenon under study.

This study uses a qualitative approach with the aim to deeply understand how project-based learning through TikTok platform can improve student's understanding of procedure text in Indonesian language education. The qualitative approach was chosen because it allows researchers to explore in detail student's perceptions, experiences and responses to this learning method.

The research design used was a case study. The case study was chosen to gain a comprehensive understanding of the phenomena that occur in a particular learning environment, namely the use of TikTok as a learning medium in improving student's understanding of procedure text.

The participants in this study were seventh grade students in one of the junior high schools in Bhakti Mulya Batujajar Junior High School. The selection of participants was conducted using purposive sampling technique, where students who are active in using social media and have an interest in project-based learning were selected. The number of participants is expected to reach 30 students to obtain sufficient data variation.

The data in this study was collected through several techniques, including: 1) Observation, i.e. researchers made observations of project-based learning activities which is done through TikTok. This observation includes how students create and present procedural texts through TikTok videos, as well as the interactions that occur during the learning process; 2) In-depth Interviews, where interviews were conducted with some students to gain a deeper understanding of their experiences in using TikTok to learn procedural texts. Interviews were also conducted with teachers to understand their perspective on the effectiveness of this method; 3) Documentation, which is the collection of documents such as TikTok videos made by students, teachers' notes, and student's reflections on the learning process. These documents

will be analyzed to see how project-based learning through TikTok is implemented and accepted by students; 4) Open-ended Questionnaire, which is a questionnaire with open-ended questions given to students to collect data regarding their views on the use of TikTok in learning procedure text. This questionnaire helps in getting broader and varied data from many students.

The collected data were analyzed using thematic analysis techniques. Stages in data analysis include: 1) Data transcription, which is transcribing the results of interviews and observations into written text; 2) Coding, namely giving codes to parts of the data that are relevant to the research; 3) Identification of themes, namely identifying themes that arise from data that has been coded; 4) Interpretation of themes, namely interpreting the themes that have been identified to answer research questions.

To ensure data validity and reliability, this research will use source and method triangulation techniques. Source triangulation is done by comparing data from various sources such as observation, interview, and documentation. Triangulation of methods is done by using various data collection techniques as previously described. By using this qualitative research method, it is expected that the research can provide an in-depth and comprehensive picture of the effectiveness of project-based learning through TikTok in improving student's understanding of procedure text.

## **RESULT AND DISCUSSION**

### **Result**

From the first problem formulation, we can interpret the results that as many as 90.00% of students (18 very good and 9 good) assessed that the project planning was done very well. This shows that the planning stage in project-based learning through TikTok is clearly designed and structured, helping students understand the task and the project objectives. A total of 83.33% of students (17 excellent and 8 good) felt their engagement in learning was very high. This indicates that this learning method successfully encouraged student's active participation, making them more involved and enthusiastic in the learning process. A total of 86.67% of students (19 excellent and 7 good) rated their creativity in TikTok content creation as excellent. This indicates that the project successfully inspired students to produce creative and innovative content, which is one of the main objectives of project-based learning. A total of 90.00% students (15 excellent and 12 good) felt that the collaboration and cooperation among them was very good. This indicates that project-based learning through TikTok successfully

encouraged teamwork and positive interactions between students, which are important for the development of social and collaborative skills. A total of 86.67% of students (16 excellent and 10 good) rated the utilization of TikTok features as excellent. This indicates that students are able to utilize the various features available on TikTok to support the creation of interesting and educational content. A total of 86.67% of students (18 excellent and 8 good) reported an increase in their understanding of the procedure text material after following the project. This shows that this method is effective in improving student's understanding of the material taught, in accordance with the research objectives.

The interpretation of the data in the table shows that the implementation of project-based learning through TikTok is very effective. Students are not only actively and creatively involved, but also able to collaborate well and utilize technology optimally. In addition, student's understanding of procedure text also improved significantly. Overall, the results show that project-based learning through TikTok can be a very effective method in Indonesian language education.

From the research results presented in table 2, it can be interpreted that the use of TikTok as a learning media in improving student's understanding of Indonesian procedural text received very positive responses from students. A total of 86.67% of students (18 students strongly agreed and 8 students agreed) felt that TikTok made learning more interesting. This shows that the majority of students feel enthusiastic and more actively involved in learning when using TikTok. A total of 83.33% of students (15 students strongly agreed and 10 students agreed) stated that TikTok helped them in understanding the material. This indicates that this platform is effective in delivering learning materials in a way that is easier for students to understand. A total of 83.33% of students (16 students strongly agreed and 9 students agreed) felt that TikTok is effective in delivering learning materials in a way that is easier for students to understand. TikTok enhanced their creativity. This indicates that project tasks involving the creation of TikTok videos encourage students to think creatively and produce innovative content. A total of 80.00% students (14 students strongly agreed and 10 students agreed) thought that TikTok encouraged collaboration among them. This indicates that project-based activities through TikTok encourage cooperation and positive interactions between students. A total of 86.67% of students (17 students strongly agreed and 9 students agreed) felt that TikTok increased their learning motivation. This shows that the integration of TikTok in learning can motivate students to be more actively involved in the learning process. A total of 30.00% of

students (3students strongly agreed and 6 students agreed) experienced technical problems when using TikTok. This shows that although some students faced technical problems, most were not significantly affected by these obstacles. A total of 26.67% of students (2 students strongly agreed and 6 students agreed) felt less confident in front of the camera. This shows that although there are students who feel less confident, most students feel comfortable and able to adapt to the use of TikTok.

From the data in Table 3 above, it can be interpreted that most students (80%-90%) experienced improvements in conceptual understanding, memory reinforcement and retention, and active engagement and participation. In addition, students also showed improvement in digital literacy skills (70%) and collaborative skills (75%). However, there were some students who experienced technical difficulties (30%), and about 25% of students felt less confident in front of the camera. Overall, the use of TikTok in learning procedure text increased student's learning motivation (80%).

**Tabel 1.** Results of Project-Based Learning Implementation through TikTok

No	Aspects Measured	Very Good (VG)	Good (G)	Fair (F)	Less (L)	Very Poor (VP)	Total Students	Percentage VG+G (%)
1	Project Planning	18	9	3	0	0	30	90,00%
2	Active Student Engagement	17	8	5	0	0	30	83,33%
3	Creativity in TikTok Content Creation	19	7	4	0	0	30	86,67%
4	Collaboration and Cooperation between Students	15	12	3	0	0	30	90,00%
5	Optimal Utilization of TikTok Features	16	10	4	0	0	30	86,67%
6	Understanding of Procedural Text Material	18	8	4	0	0	30	86,67%



after The  
Project

**Tabel 2.** Student Perception Research Results

No	Aspects Measured	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)	Total Students	Percentage SA+A (%)
1	TikTok makes more interesting learning	18	8	3	1	0	30	86,67%
2	TikTok helps understanding the material	15	10	4	1	0	30	83,33%
3	TikTok boosts creativity	16	9	4	1	0	30	83,33%
4	TikTok encourages collaboration	14	10	5	1	0	30	80,00%
5	TikTok increases learning motivation	17	9	3	1	0	30	86,67%
6	Facing technical obstacles	3	6	8	10	3	30	30,00%
7	Feeling less confident in front of camera	2	6	5	10	7	30	26,67%



**Tabel 3.** Research Results on the Impact of TikTok Use on Student Understanding

No	Aspects Measured	Highly Improved (HI)	Improve (I)	Not Changed (NC)	Decrease (D)	Highly Decreased (HD)	Total Student	Percentage (%) HI + I
1	Improved conceptual understanding	14	10	4	2	0	30	80,00%
2	Memory Reinforcement and Retention	16	9	4	1	0	30	85,00%
3	Active Engagement and Participation	18	9	2	1	0	30	90,00%
4	Digital literacy skill development	13	8	5	3	1	30	70,00%
5	Collaborative skill development	12	10	5	3	0	30	75,00%
6	Facing technical obstacles	3	6	8	10	3	30	30,00%
7	Improved learning motivation	15	9	4	2	0	30	80,00%
8	Lack of Confidence in Front of the Camera	2	6	5	11	6	30	25,00%

## Discussion

Based on observations, in-depth interviews, and documentation conducted on the implementation of project-based learning through TikTok on Indonesian procedural text material, the results show that the use of TikTok in learning procedural text provides many advantages, as reflected in the research results that project-based learning through TikTok has been clearly designed and structured, helping students understand the project tasks and objectives well. Good planning is the key to success in project-based learning as it provides clear direction for students (Kemdikbud, 2020). This method successfully encourages student's active participation, making them more involved and enthusiastic in the learning process. This is in line with Nurchaili's (2021) opinion that student's active involvement in learning can

improve learning outcomes and student motivation. The project inspires students to produce creative and innovative content, which is one of the main objectives of project-based learning. According to Gunawan and Purwanto (2021), student's creativity can be enhanced through challenging tasks and providing freedom in creativity. Project-based learning through TikTok encourages teamwork and positive interactions between students, which is important for the development of social and collaborative skills. As stated by Wahyuni (2020), collaboration in project-based learning improves communication and cooperation skills among students. Students are able to utilize the various features available in TikTok to support the creation of their project interesting and educational content. The utilization of technology in learning, as suggested by Surya (2020), can increase learning effectiveness and student engagement. This suggests that this method is effective in improving student's understanding of the material being taught. According to Iskandar and Ramdani (2021), project-based learning can improve student's conceptual understanding through hands-on and applicable learning experiences.

The project encourages the development of various 21st century skills such as creativity, collaboration and digital literacy. Students had to work together in groups, combine creative ideas and use digital technology to create an informative and engaging video. Trilling and Fadel (2009) state that 21st century skills include critical thinking, creativity and technological literacy. The use of TikTok in project-based learning helps students develop these skills, which are essential for life and work in today's digital age. The process of creating and presenting TikTok videos gives students the opportunity to develop and apply these skills in a practical way.

The results of the observations and interviews showed that students involved in the TikTok project had a better understanding of procedure texts. They were able to compose and deliver the procedure clearly and structurally, and understood the importance of each step in the procedure text. This approach supports Vygotsky's learning theory on the importance of social context and collaboration. Through interaction and discussion with peers and guidance from teachers, students can improve their conceptual understanding. This process helps students structure the procedure text clearly and systematically, which is the main learning objective. This method also helps develop 21st century skills and increase student's learning motivation.

To understand student's perceptions of using TikTok as a learning medium, in-depth interviews and questionnaires were conducted. Overall, the use of TikTok as a learning medium

was well received by the majority of students and had a significant positive impact on their understanding of procedure texts, creativity, collaboration and learning motivation. Technical constraints and confidence issues in front of the camera only affected a minority of students, which suggests that with the right support, the use of TikTok in learning can be optimized.

The use of TikTok in learning seems to align with the digital preferences and habits of today's students. According to Prensky (2001), the current generation are "digital natives" who are very familiar with technology and digital media. By utilizing platforms that they already know and love, learning becomes more relevant and engaging. This suggests that an approach that capitalizes on student's digital interests and habits can increase their engagement in the learning process.

TikTok as a learning media provides advantages in terms of visualization and repetition of information. The cognitive theory of multimedia by Mayer (2009) states that learning is more effective when information is presented through a combination of text and visuals. In this context, TikTok videos that display procedure steps help students understand and remember information better. The ability to repeat the video as needed is also in line with self-directed learning theory, where students can learn at their own pace.

The TikTok project encourages creativity and collaboration among students. According to the constructivist learning theory by Vygotsky (1978), learning is a social process influenced by interaction with others. In this project, students work together in groups to produce videos, which allows them to learn from each other and develop collaborative skills. The creativity in the video-making process also provided space for students to express their ideas in an innovative way.

Motivation is an important factor in effective learning. According to the intrinsic motivation theory by Deci and Ryan (2000), students are more motivated when they feel they have control over their learning and when the learning is relevant to their interests. The use of TikTok, which is a popular platform among teenagers, fulfills this need by providing an engaging and familiar medium for students. The recognition and appreciation they receive for their videos also increases motivation and confidence. Although most students enjoyed the learning experience using TikTok, some faced technical barriers and lack of confidence. This suggests that there needs to be additional support to overcome these barriers, such as providing adequate devices and technical training. In addition, teachers need to provide emotional support to help students overcome shyness and improve their communication skills.

Student's perceptions of the use of TikTok as a learning medium in improving their understanding of procedure text were generally positive. Students felt enthusiastic and motivated, and experienced increased understanding and creative and collaborative skills. However, there are some technical and personal barriers that need to be overcome to ensure all students can fully benefit from this approach. Technical and emotional support from teachers is essential to optimize the use of TikTok in learning.

The research results of the third problem formulation show that the use of TikTok as a learning media has a positive impact on student's understanding of Indonesian procedural text. Data was obtained through observation, in-depth interviews with students, as well as analysis of videos produced by students as part of a project-based learning project.

The use of TikTok in learning has a positive impact in improving student's conceptual understanding of procedure text. According to Mayer (2009), multimedia learning theory explains that learning that involves a combination of text and visuals can improve student's understanding. The TikTok video, with its engaging visual and audio format, helps students understand the steps in the procedure text better. This is in line with the finding that students are able to compose procedure text better after using TikTok in learning.

TikTok videos allow students to re-watch the material at any time, which is very helpful in strengthening memory retention. Repetition and repetition are key in the effective learning process (Ebbinghaus, 1885). The ability to re-access the video whenever necessary gives students the opportunity to repeat the lesson and reinforce their understanding of the procedure text. The TikTok platform, which is familiar to students, encourages more active and participatory engagement in learning. According to Deci and Ryan's (2000) intrinsic motivation theory, the use of relevant and interesting media can increase student's intrinsic motivation. TikTok, as a media that is already familiar and interesting to students, makes them more motivated to participate in video content creation, which in turn deepens their understanding of the material taught.

In addition to an understanding of procedural text, students also develop digital literacy skills through the use of TikTok. Trilling and Fadel (2009) state that 21st century skills include technological and information literacy, which is particularly important in today's digital age. The process of creating TikTok videos teaches students technical skills such as shooting, video editing, and the use of digital effects, which not only enhances their understanding of procedure texts but also prepares them for challenges in the digital world.

The project also improved student's collaborative skills. According to Vygotsky (1978), learning is a social process that occurs through interaction with others. In this project, students worked in groups to plan, shoot and edit the video, which taught them teamwork skills and effective communication. This experience is invaluable in developing student's social and collaborative skills, which are essential for their academic and professional lives.

Although there are some technical obstacles, such as limited devices and internet access, with help and guidance from teachers, these obstacles can be overcome. Solutions such as the use of school devices and additional sessions to teach technical skills show the importance of support and adaptation in the implementation of new technologies in learning. According to Pelgrum (2001), the success of technology integration in education is highly dependent on adequate infrastructure support and guidance.

The use of TikTok as a learning medium has a significant positive impact on student's understanding of Indonesian procedural text. In addition to improving conceptual understanding, TikTok also strengthens memory retention, increases engagement and active participation, and develops student's digital literacy and collaborative skills. Despite technical constraints, with adequate support, it can be an effective tool for more interactive and relevant learning.

## CONCLUSION

The conclusion of the research on the effectiveness of project-based learning through TikTok in improving student's understanding of Indonesian language texting process shows positive and significant results. 1) The implementation of project-based learning through TikTok is well implemented and engages students in the interactive and interactive video contextual learning process. It not only enhances active participation and collaboration among students, but also makes the process more interesting and relevant. 2) Student's perceptions of TikTok as a learning tool are very positive. Students felt that TikTok increased their interest, motivation, and involvement in the learning process, and they understand the subject better. 3) The impact of using TikTok on student's understanding of the Indonesian language program is very significant. Students made improvements in their oral communication, memory, and mathematical relevance, as well as developing digital and collaborative literacy skills that are essential for today's digital world.

As a result, it can be concluded that project-based learning through TikTok is effective

in improving student's understanding Indonesian telecommunication. TikTok not only makes learning more interesting and interactive, but also students develop additional skills. Though are some technical difficulties, diligent dulkulgan can overcome these obstacles, so application TikTok a learning tool can run optimally. Overall, the of TikTok in teaching has a significant positive impact on student engagement, motivation, and understanding.

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