

THE EFFECT OF TIKTOK MEDIA USE IN IMPROVING POETRY WRITING SKILLS IN THE DIGITAL ERA OF CLASS D STUDENTS OF SEMESTER VI CLASS OF 2022 INDONESIAN LANGUAGE AND LITERATURE EDUCATION, TADULAKO UNIVERSITY

Feby Gabriela Sirima¹⁾, Ulfah²⁾, Pratama Bayu Santosa³⁾, Hasnur Ruslan⁴⁾, Juniati⁵⁾

^{1,2,3,4,5}Pendidikan Bahasa dan Sastra Indonesia, Universitas Tadulako

Jl. Soekarno Hatta. KM. 9, Tondo, Kec. Mantikulore, Kota Palu, Sulawesi Tengah

¹E-mail: biegabriela17@gmail.com

²E-mail: ulfahnaja75@gmail.com

³E-mail: santosoprataamabayu@gmail.com

⁴E-mail: hasnurruslan05.1987@gmail.com

⁵E-mail: juniatinhia@gmail.com

Abstrak

Penelitian ini menyelidiki dampak media TikTok terhadap peningkatan keterampilan pada siswa yang terlibat dalam pendidikan bahasa dan sastra Indonesia dalam konteks era digital., dengan tujuan untuk menjelaskan efektivitas aplikasi sebagai media pembelajaran dalam pengembangan keterampilan menulis. Riset ini menggunakan metodologi kuantitatif deskriptif, memanfaatkan pengujian dan teknik pengamatan untuk pengumpulan data, diikuti dengan pengurangan data dan analisis skor individu melalui SPSS, berdasarkan hasil pra dan pasca-tes. Hasil Paired Sample T-Test menunjukkan peningkatan yang signifikan dalam keterampilan menulis puisi, dengan skor pretest rata-rata 68,30 dan skor posttest meningkat menjadi 82,60, mencerminkan peningkatan 14,30 poin. Selain itu, skor signifikansi $0,000 < 0,05$ menegaskan bahwa media TikTok secara positif mempengaruhi keterampilan menulis puisi di kalangan siswa kelas D Pendidikan Bahasa dan Sastra Indonesia, menunjukkan efektivitasnya sebagai alat pembelajaran di era digital. Selain meningkatkan keterampilan menulis, media ini juga memotivasi mahasiswa untuk berkreasi lebih luas melalui unsur audio. Dalam pembelajaran khususnya pelajaran bahasa Indonesia siswa diarahkan untuk menambah kemampuan berkomunikasi dan menciptakan apresiasi terhadap sebuah hasil karya namun pembelajaran Bahasa Indonesia sering kali dianggap membosankan oleh siswa karena metode serta media yang digunakan belum menarik perhatian siswa dan memiliki beberapa hambatan secara generik yang meliputi: murid dan pengajar. Sedangkan dalam penelitian ini mahasiswa diharapkan mampu menerapkan aplikasi tiktok sebagai media pembelajaran.

Kata Kunci: *tiktok, keterampilan menulis, puisi, era digital*

Abstract

This study investigates the impact of TikTok media on improving skills in students involved in Indonesian language and literature education in the context of the digital era, with the aim of explaining the application's effectiveness as a learning medium in developing writing skills. This research uses a descriptive quantitative methodology, utilizing testing and observation techniques for data collection, followed by data reduction and analysis of individual scores through SPSS, based on pre- and post-test results. The results of the Paired Sample T-Test showed a significant improvement in poetry writing skills, with an average pre-test score of 68.30 and a post-test score increasing to 82.60, reflecting an increase of 14.30 points. In addition, a significance score of $0.000 < 0.05$ confirms that TikTok media positively influences poetry writing skills among class D students of Indonesian Language and Literature Education, demonstrating its effectiveness as a learning tool in the digital era. In addition to improving writing skills, this media also motivates students to be more creative through audio elements. In Indonesian language learning, students are encouraged to improve their communication skills and develop an appreciation for a work of art. However, Indonesian language learning is often considered boring by students because the methods and media used do not attract students' attention and there are several generic obstacles, including: students and teachers. Meanwhile, in this study, students are expected to be able to apply the TikTok application as a learning medium.

Keywords: *tiktok, writing skills, poetry, digital era*

1. INTRODUCTION

Mulyana (2000) identified that TikTok utilization is shaped by two main determinants: internal factors that include individual emotions, attitudes, traits, biases, aspirations, concentration, cognitive processes, physical condition, values, needs, and motivations, in addition to external influences such as family context, acquired information, environmental knowledge and requirements, intensity, magnitude, persistence, and novelty or familiarity of the subject matter. Internal factors, such as feelings, significantly influence TikTok usage, according to Ahmadi, who argues that feelings—spiritual or mental experiences of pleasure or displeasure—influence whether individuals engage with the app based on their emotional state. External Factors: The TikTok app facilitates the rapid dissemination of information through shared videos about events such as shipwrecks, illustrating that social media identity is shaped by the creation, representation, and interaction of information-based content, according to Nasrullah. Information significantly impacts TikTok utilization; without knowledge of TikTok, individuals may remain unaware of its existence and fail to become users. Thus, the role of information in shaping understanding and engagement with social media platforms like TikTok is crucial.

Media, derived from the Latin word “medium,” signifies a tool or channel of communication, and as Smaldino et al. argue, it denotes any means of conveying information between a source and a receiver, ultimately aiming to enhance communication and learning. Media, derived from the Latin media meaning “between,” denotes various communication channels that transmit information from a source to a receiver. The purpose of media is to facilitate communication and learning.” In Arabic, media signifies an intermediary for transmitting messages from a sender to a receiver, with its

Latin root ‘medius’ meaning ‘middle’ or ‘mediator’, serving as a channel for information transfer. Azhar Arsyad emphasized that learning media is crucial and inseparable. To meet the overall educational goals and specific learning outcomes, learning media serve as important intermediaries for educators, enhancing engagement and creativity through diverse modalities including print, audio, visual, video, objects, and interpersonal interactions, while synergistically linking with other elements to foster an optimal educational setting.

Miarso (2004) asserts that learning involves the creation of a learning environment that intentionally encourages self-improvement within certain parameters, while teaching seeks to guide and enhance students' educational journeys, especially in formal settings, where learning is characterized by interactive communication between educators, students, and instructional resources, as stated by Sanaky. (AH. Sanaky, 2013).

AH. Sanaky (2013:45), Learning media is briefly defined as a functional tool used to convey educational messages, functioning as an additional source to clarify aspects of the overall learning program that are challenging to articulate verbally (Musfiquon, 2012:28) Learning media functions either as a primary tool for the learning process or as an additional source, facilitating effective communication of information to foster an efficient and conducive learning environment (Munadi, 2013:8)

According to H. Dalman, 2014, writing is the process of conveying messages through written language media to external recipients. As articulated by (Tarigan, 2008:3), writing is a linguistic competence used for communication without direct interpersonal involvement. Marwoto (Dalman, 2014:4) argues that writing functions as a medium to articulate thoughts or concepts freely through sentences, thus characterizing it as a form of indirect communication that aims to convey certain

intentions through written expression.

According to (Ngongo, Verdinandus Lelu, Taufiq Hidayat, 2019) an era signifies a time frame characterized by certain traits, with the designation 'digital' derived from the Greek term 'digitus', meaning finger, while the digital era began in the 1980s with the advent of the Internet, driving unparalleled technological advancements through binary communication that uses the numerical framework of 0 and 1.

According to (Andriani, 2019) the digital era facilitates easy access to and sharing of information through digital media, leading to a shift in communication dependency. Four key considerations emerge: message creation by all users, the diverse nature of unedited content, profit-driven dissemination strategies, and the potential for digital media to serve as a limitless source of information when used effectively. Negative content, including fake news, pornography, and hate speech, is prevalent in digital media, necessitating vigilance to avoid harmful influences.

According to (Setyaningsih, Fransiska Desiana, 2021), the digital era presents many opportunities for educational reform by enabling educators to enhance learning environments and resources through multimedia and interactive components. However, it also poses challenges related to privacy, cultural interference, and character development, requiring students to use technology wisely and productively.

Peter Fisk identified nine educational trends in the digital age. First, learning is flexible, transcending traditional boundaries of time and space. Second, digital media facilitates individualized study, allowing learners to choose their educational path. Furthermore, technology integration in education is crucial for promoting innovative problem-solving and resilient learning, as evidenced by project-based learning, field experiences such as internships, data analysis, varied assessments, curriculum design engagement, and mentorship.

Research by Nabila Putri explored the effectiveness of the TikTok app in improving narrative writing skills among 7th grade students at MTS Al-Falah in South Jakarta for the 2022/2023 academic year, revealing that the app stimulated writing creativity and improved topic generation and writing abilities.

A study conducted by Pramugita Widayan analyzed the efficacy of TikTok as a pedagogical tool on the procedural writing competence of 7th grade students at SMP Negeri 5 Muaro Jambi, using a pretest-posttest control group design with quantitative methodology, which showed a statistically significant increase in the average score increase for the experimental group (0.4500) compared to the control group (0.1657), with a t-test significance value of 0.000, thus indicating that it positively affects the proficiency of 7th grade students in writing procedural texts.

A study by Vina Auliana on the use of TikTok to improve students' poster writing skills showed positive reactions, with Indonesian language teachers seeing it as an engaging and effective classroom learning tool that fostered an interactive and engaging learning experience for students in grade VIII-A. The use of the Pandawara TikTok account to teach poster writing skills resulted in an average student score of 83, with 72% scoring between 80-100, indicating that TikTok effectively enhanced students' creativity.

2. METHOD

This investigation uses quantitative research methodology, as articulated by (Sugiyono, 2015) who states that quantitative research is based on positivist philosophy and is used to examine a defined population or sample; moreover, the research design applied here is experimental. (Sugiyono., 2011) characterizes experimental research as a methodological approach to examine the effects of specific interventions under controlled settings. (Isaac, Stephen, 1977)

further explains that the main purpose of experimental research is to ascertain cause-and-effect relationships through treatments applied to various experimental cohorts, supplemented by a control group for comparative analysis, using techniques for sample collection, such as population sampling, and utilizing data collection methods including testing and observation, with data analysis conducted through SPSS and individual score assessment.

The investigation used quantitative methodology, where Sugiyono (2015:15) defines quantitative research as a positivist-based method used to analyze a designated population or sample. This study used experimental research, which Sugiyono (2011) characterized as an investigation aimed at investigating the effects of a specific intervention on another variable within a controlled framework. Isaac and Michael (1977) suggested that experimental research seeks to explore the presence or absence of causal relationships and their magnitude by administering specific treatments to various experimental groups while applying controls for comparative analysis.

The methodology used for data collection in this investigation included testing and observational techniques. Specifically, testing involved evaluating research data through pre- and post-treatment multiple-choice assessments to measure its impact on student learning outcomes, while observational techniques were used to assess students' skills and attitudes during the teaching process.

SPSS, or Statistical Package for the Social Sciences, is a software application used for complex statistical analysis, including machine learning and big data integration. This study used SPSS version 26 for efficient data processing, presenting results systematically in tables for clarity and ease of interpretation.

The collected data was used to assess writing skills through the calculation of individual scores, derived from a pre-test conducted before

instruction and a post-test after the educational intervention, with evaluation based on predetermined criteria for the participants.

According to Arikunto (2000) research instruments facilitate data collection, with their effectiveness directly influencing data quality; essentially, the researcher is the primary instrument used. Additional tools for this research include stationery, particularly notebooks and pens for noting down important information, as well as recording devices such as mobile phones for capturing data.

3. RESULT AND DISCUSSION

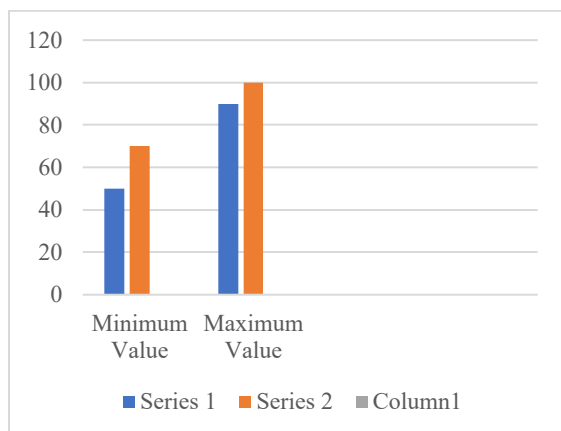
During the month-long study, the researchers collected pre- and post-test data to assess students' poetry writing comprehension from a sample of 30 of the 44 participants, as some students were unable to attend class, and subsequent analysis of this data is presented.

Based on a thematic analysis of 30 student interviews, the majority (20 participants) viewed TikTok positively as a source of inspiration and motivation. TikTok facilitates the exploration of short poetic forms through visual and audio formats, and provides a space for rapid feedback. Meanwhile, a small number expressed concerns about the negative impact on depth of expression and the emergence of writing-for-performance behaviors. Another important theme was informal learning through creator observation—participants reported adopting pacing techniques, the use of audio, and visual modes to enhance poetic imagery.

Pre-test results

A baseline assessment was administered prior to the instructional intervention using TikTok media to evaluate students' basic proficiency in thematic poetry composition, focusing on the integral components of diction, imagery, and structural organization of poetry.

Descriptive Statistics



Mean Average Formula:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$\bar{X}$ = mean score

$\sum X$ = total sum of all student scores

n = number of students participating in the pre-test

The total score of all students = 2049 and the number of students = 30, therefore:

$$\bar{X} = \frac{2049}{30} = 68,3$$

The pre-test results yielded an average score of 68.3, indicating that students' poetry writing skills were in the moderate range, with analysis revealing persistent challenges in poetic diction, imagery construction, and cohesive structural integrity.

Post-Test Results

The post-test assessed students' poetry writing skills, focusing on diction, imagery, and structure, after four TikTok-based learning sessions where they created narrative poetry videos.

Mean Formula:

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$\bar{X}$ = mean score

$\sum X$ = total sum of all student scores

n = number of students participating in the post-test

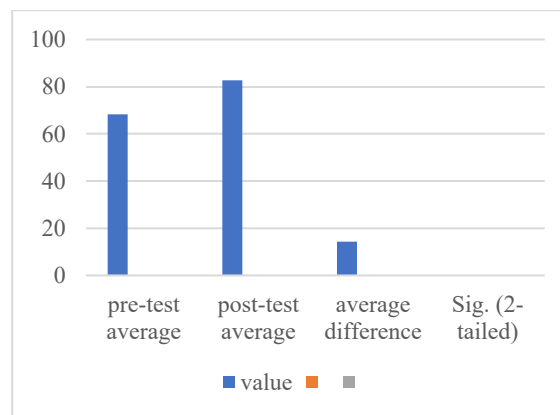
The total score of all students = 2478 and the number of students = 30, therefore:

$$\bar{X} = \frac{2478}{30} = 82.6$$

The post-test results yielded an average score of 82.6, reflecting a significant improvement compared to the pre-test average of 68.3, indicating that TikTok media effectively enhanced students' creative and structured poetry writing skills.

Statistical Analysis

A paired-sample t-test was used to evaluate the impact of TikTok media consumption on poetry composition abilities.



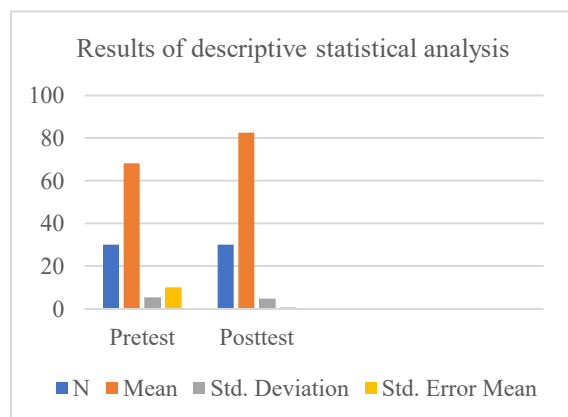
The t-test results showed a significance value of less than 0.05, indicating a substantial effect of utilizing TikTok media on improving students' poetry writing abilities.

Factors for improving writing skills

The findings of this investigation indicate that TikTok serves as an effective educational tool for enhancing students' poetry writing abilities. This improvement is attributed to factors such as heightened emotional engagement and creativity, fostered through the freedom of expression afforded by multimedia, as well as the stimulation of imaginative capacities via the creation of visual poetry content. Furthermore, the incorporation of technology into literary practice not only cultivates writing skills but also promotes digital literacy, while student interaction fosters a collaborative and appreciative learning environment.

The study revealed that students who actively engaged with TikTok demonstrated more pronounced improvements in academic performance compared to their less active or reticent peers, with several students expressing an interest in establishing TikTok accounts dedicated specifically to sharing poetry.

This study used a pre-experimental framework (one-group pretest-posttest) and employed a Paired Sample T-Test for data analysis via SPSS software, with data collected from 30 fourth-semester students in class D of the Indonesian Language and Literature.



Description:

- The average Pretest score is 68.30 with a standard deviation of 5.427.

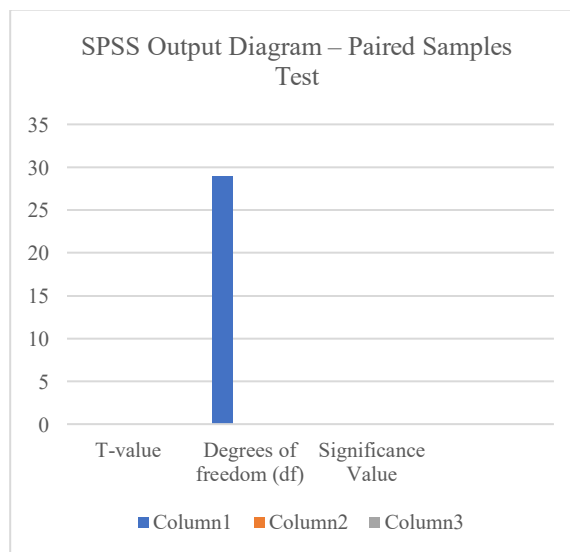
- The average Posttest score is 82.60 with a standard deviation of 4.982.
- There was a score increase of 14.30 points from the Paired Sample T-Test (SPSS) result.

Table 1. Results of descriptive statistical analysis

Paired differences	Mean	Std. Deviation	t	df	Sig.(2-tailed)
Posttest Pretest	14.30	3.912	20.02	29	0.000

Interpretation:

- T-value = 20.02
- Degrees of freedom (df) = 29
- Significance value (sig. 2-tailed) = 0.000 < 0.05



Statistical Conclusion

A significance level below 0.05 indicates a substantial impact of TikTok media in enhancing poetry writing skills, whereby the use of TikTok media increases interest and creativity, making students more enthusiastic when given the freedom to express poetry

visually and audibly. Furthermore, it improves mastery of poetic elements; students' command of diction, figurative language, and imagery in poetry improved after TikTok media was used as a learning tool. It is also relevant to digital literacy; learning with TikTok facilitates digital literacy and creativity simultaneously, aligning with the needs of the modern era.

DISCUSSION

This research shows that the use of TikTok media has a significant and positive influence on improving poetry writing skills among students. The main finding, an increase in the average score from 68.30 on the pre-test to 82.60 on the post-test, is consistent with several previous studies that also confirmed the effectiveness of TikTok as a writing learning medium.

The study by Nabila Putri at MTS Al-Falah South Jakarta, for example, found that TikTok effectively stimulated students' creativity and ability in writing narrative texts. Similarly, Pramugita Widayan's research at SMP Negeri 5 Muaro Jambi showed a significant improvement in the ability to write procedural texts after using TikTok. Research by Vina Auliana also supports this finding, where TikTok successfully improved students' poster writing skills with an average score of 83. The results of this study strengthen the argument that TikTok, as a social media platform, has broad pedagogical potential for various types of writing, including poetry.

Theoretically, this success can be explained through several concepts. TikTok as a learning medium, as described by Smaldino et al., functions as an effective channel for conveying information between the source (lecturer) and the receiver (student). Its interactive nature, rich in audio-visual elements, can overcome the boredom that is often an obstacle in learning Indonesian. This is in line with Azhar Arsyad's view that interesting learning media can increase student engagement and creativity.

The writing process, defined by H. Dalman as the activity of conveying messages through written language, and by Tarigan as a linguistic competence for indirect communication, gains a new dimension through TikTok. This platform not only requires students to put their ideas into writing but also encourages them to think creatively in visualizing and voicing their poetry.

Furthermore, the finding that students become more motivated and inspired is in line with the internal factors proposed by Mulyana, where an individual's emotions, interests, and motivations influence how they use TikTok. The platform provides freedom of expression, which in turn fosters students' confidence in digitally showcasing their literary works.

In today's digital era, learning that utilizes technology like TikTok becomes highly relevant. As stated by Peter Fisk, modern learning is flexible and transcends the boundaries of the traditional classroom. By integrating TikTok, learning to write poetry not only improves mastery of poetic elements like diction and imagery but also simultaneously hones students' digital literacy skills, a crucial competency in the 21st century. Thus, the results of this study provide strong empirical evidence that adapting popular social media like TikTok in the literature learning process can be an effective strategy for improving writing skills while also addressing the challenges of education in the digital era.

4. CONCLUSION

Based on the research results, it can be concluded that the use of TikTok media significantly improves the poetry writing skills of class D, sixth-semester students of the Indonesian Language and Literature Education program at Tadulako University. This improvement is evident not only from the increase in the average score after the intervention but also from the increased enthusiasm and creativity of students in expressing their poetic ideas through an audio-visual format.

This finding has practical implications for educators to integrate relevant social media like TikTok as an innovative tool for literature learning. The use of this platform has been proven to foster interest, motivate, and simultaneously sharpen students' digital literacy skills, in line with the demands of education in the modern era. However, this study has limitations, as it only focuses on one group of students over a relatively short period. Therefore, further research is needed to test the effectiveness of TikTok media on different writing genres, broader student populations, or to measure its long-term impact on literary and critical thinking abilities.

5. REFERENCE

- Abbas, S. (2006). *Pembelajaran Bahasa Indonesia Yang Efektif Disekolah Dasar*. (departemen pendidikan nasional dierktorat jendral Pendidikan & tinggi direktorat Ketenagaan. (eds.)).
- AH. Sanaky, H. (2013). *Media Pembelajaran Interaktif-Inovatif*. Kaukaban Dipantara.
- Aminuddin. (2015). *pengantar apresiasi karya sastra*. sinar baru algensindo.
- Andriani, A. (2019). *Parenting Generasi Alpha di Era Digital*. Indocamp.
- Arikunto. (2000). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta.
- Dalman. (2014). *Keterampilan Membaca*. Rajawali Pers.
- Demmy Deriyanto, F. Q. (2018). Persepsi Mahasiswa Universitas Tribhuwana Tungadewi Malang Terhadap Tik Tok, Universitas Tribhuwana, Jurusan Ilmu Komunikasi dan FISIP. *Jurnal Ilmu Sosial Dan Ilmu Politik.*, 7, np, 78.
- H. Dalman. (2014). *Keterampilan Menulis*. PT. Raja Grafindo Persada.
- Isaac, Stephen, and W. B. M. (1977). *Handbook in Research and Evaluations*. Ediths Publisher.
- Kosasih, E. (2012). *Dasar-dasar Keterampilan Bersastra*. Yrama Widya.
- Miarso. (2004). *Menyemai Benih Teknologi Pendidikan*. Prenada Media.
- Mulyana, D. (2000). *Ilmu komunikasi: suatu pengantar*. Remaja Rosdakarya.
- Munadi, Y. (2013). *Media Pembelajaran; Sebuah Pendekatan Baru*. Referensi (Gaung Persada Press Group).
- Musfiquon. (2012). *Pengembangan Media Belajar Dan Sumber Belajar*. Prestasi Pustakakarya.
- Ngongo, Verdinandus Lelu, Taufiq Hidayat, dan W. (2019). Pendidikan di Era Digital. Dalam Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang. <https://Jurnal.Univpgri-Palembang.Ac.Id/Index.Php/Prosidingpps/Index>, 631.
- Setyaningsih, Fransiska Desiana, D. (2021). *Aman Bermedia Digital*. (D. J. A. Informatika. (ed.)).
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. ALFABETA.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Alfabeta.
- Tarigan, H. G. (2008). *Menulis Sebagai Sesuatu Keterampilan Bahasa*. Angkasa Bandung.