

Tiktok as an Online Learning Media During a Pandemic (Case Study: Dance Creativity Course)

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ABSTRACT

Tiktok is a social network of various short videos based on music, dance, and audio visuals. The Tiktok application has a negative impact on users and connoisseurs, including the discovery of content creators who make 18+ videos and can be seen by the general public. In addition, there are songs that are not appropriate for appreciation by users of the Tiktok application. So that there is a need for educational videos to scrape the content of creators who are not ethical in their work. This writing aims to provide online learning innovations in the dance creativity course in the Unnes Sendratasik Department. The tiktok application can be used as a learning space for students to increase dance creativity and develop digitalization skills during a pandemic. The results of this study indicate that 1) Students are able to apply technology in learning dance, 2) Students are able to express creative dance ideas and ideas in digital form, 3) Increased power of exploration and improvisation in creativity. By publishing videos on the Tiktok application, it means showing a work of originality that can be accounted for and can be followed by the general public.

Keywords: Tiktok, Learning Media, Dance Creativity.

1. INTRODUCTION

The government implements a Distance Learning system or what is known as PJJ as a means of effective learning communication. With this condition, it can be an attraction for digital platforms to create applications to facilitate learning. One application that is in demand and used by toddlers to the elderly is tiktok.

Tiktok is an application based on the creativity of movements and songs in the form of short videos. In fact, the resulting motion is an imitation or imitation motion. Creator content requires high creativity to be followed by application users, on the other hand, connoisseurs also need high imitation power to be able to produce a motion as desired. TikTok's function is "To capture and present creativity, knowledge and precious moments right from the phone." With this fact, it can be seen that the education given is creativity and knowledge. This results in a positive attitude towards "learning" in interactive social media. [1]. Elements of dance creativity include exploration, improvisation and formation [2] Exploration is the exploration of motion or the search for the identity of motion.

Improvisations is a spontaneous motion produced by the dancer. Furthermore, the formation is the arrangement of dance movements resulting from the process of exploration and improvisation. In the exploration process, distortion and stylization are carried out. Distortion is a stage to develop a movement of findings from exploration and vice versa, stylization is to style the basis of the motion obtained during the exploration process.

People are starting to reduce activities outside the home, and spend more time online, so it can be said that the use of social media is increasing based on data from the Association of Indonesian Internet Network Operators (APJII), internet traffic in Indonesia an increase of 15-20% during the pandemic, and 47% of people access social media longer[3].

compared to before the pandemic period (Apjii.or.id). Social media itself has benefits as communication tool that can connect between individuals with other individuals, remove limitations in socializing, not limited by space and time and can be used anywhere course. One that is often used and is becoming popular today is the TikTok application,

namely short video maker app which is 15-60 seconds long, this app is made in China which is very global[4]

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The online learning system is also applied to the State University of Semarang, the Faculty of Language and Arts, and the Dance Study Program. The subject of the Dance Study Program is based on practical and theoretical learning. Online learning that has been running has weaknesses and strengths in the process of communicating material to students. Characteristics of Unnes students are very varied. One of the obstacles in online learning is network coverage which greatly affects the teaching and learning process, so that some students cannot take courses effectively due to the existence of a home environment that is far from the network. The solution to this problem Lecturers provide video tutorials to students and upload them to the LMS facilitated by UNNES, namely Elena.

Elena is a place for recording the teaching and learning process in the form of a system. Starting from lecture meetings, giving materials, assignments and assessments are recorded on the Elena system. The weakness of this system for video-based practical courses is that the video upload size is very limited. In addition, the Elena system also cannot see the work of other students, so that the creative power to compete is not formed.

The advantages of learning in the Dance Study Program are the increased digitalization ability of Lecturers and Students. This affects the quality of effective, creative and innovative online learning, especially in dance creativity courses.

Dance creativity course is a type of practical course with a load of 2 credits. The course description is to understand and practice related to the components of dance creativity, elements in dance

creativity, elements of creativity, dance formation through exploration, improvisation. The purpose of this course is that students are able to understand the theory and practice of dance creativity which includes exploration, improvisation and formation.

The learning process for the Nusantara Dance Course has experienced a cultural shift from direct learning and is currently implementing online learning. Adaptations made by lecturers and students in adjusting the renewal of learning components have several obstacles. One of the obstacles is that learning is only carried out in one direction where the lecturer gives assignments and students collect assignments. If learning is carried out offline using several methods to provoke student creativity through the peer method. The practice carried out by the lecturer determines a theme and each student explores dance moves based on that theme. After the exploration stage, students combine the movements that have been found in groups. The group consists of 5-7 students which eventually becomes a dance piece with a duration of 5-7 minutes. This kind of method can stimulate students' creativity in competing. This kind of condition cannot be found in online learning.

Online learning Dance creativity course is an application-based dance practice learning. The applications used include the kinemaster video editing application and the tiktok application. Through this application, communication between students and lecturers can run well and the quality of learning is felt to be more effective.

The stages of learning dance creativity start from planning, processing, and post-processing. At the planning stage, the lecturer directs students to set a theme in one group. The theme relates to human activities or activities such as garbage collectors, parking attendants, teachers, school children, and so on. From the chosen theme, it will be developed into a story idea or synopsis.

The second stage is the creative process through exploration and improvisation. Exploration is the process of searching for motion that arises from the dancer, while improvisation is the spontaneous movement carried out by the dancer. After doing exploration and improvisation, the next step is formation. The arrangement of exploration and improvisation is formed into a movement that is structured and beautiful to see.

After the creative process, namely making dance videos. The making of this short-duration dance video is used to stimulate student creativity by evoking the results of the video on an application that is participated by thousands of the general public, namely tiktok. The tiktok application in the creativity course aims to increase the imagination and creativity of students. By looking at the work belonging to

colleagues Students will have a high sense of competition to heed their work. Seeing this fact, researchers are interested in studying more deeply about TikTok as an online learning medium during a pandemic

2. METHOD

This study uses a qualitative descriptive method. The object in question is the Learning of Dance Creativity Course. The focus of the research lies in the application of TPACK as an online learning method in the Dance Creativity course. The concept of TPACK analysis [5] which includes 7 domains, namely a) Material knowledge (content knowledge/CK), b) Pedagogical knowledge (pedagogical knowledge/PK), c) Technological knowledge (TK), d) Pedagogical knowledge and material (pedagogical content knowledge/PCK), e). Knowledge of technology and materials (technological content knowledge/TCK), f). Knowledge of technology and pedagogy (technological pedagogical knowledge/TPK, g) Knowledge of technology, pedagogy, and materials (technological, pedagogical, content knowledge)

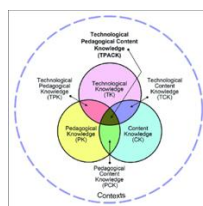
3. TIKTOK APPLICATION AS A LEARNING MEDIA

Application-based dance practice learning is an alternative to online learning communication. Communication between lecturers and students cannot be done face-to-face, but online. The role of learning media is expected to be able to facilitate learning spaces to be more conducive and remain creative. For this reason, it is necessary to use tiktok applications in learning dance creativity courses as a space of expression for dance students.

3.1 TPACK Based Learning

Technology pedagogical and content knowledge (TPACK) merupakan kompetensi abad 21 yang harus dikuasai oleh pendidik.[6]. Pengembangan TPACK oleh pendidik sangat penting untuk pengajaran yang efektif dengan menggunakan tehnologi teknologi.[7]. Kerangka kerja tpack mengacu pada [8] sebagai berikut

Gambar 1. Kerangka Kerja TPACK



Online learning is influenced by the components of Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK). Meanwhile, for the other three competencies, namely Technological Knowledge (TK), Technological Pedagogical Knowledge(TPK).[1].

The application of TPACK in dance creativity learning according to the tpack framework begins with content knowledge. The content in dance creativity learning is theme-based learning. The themes offered lead the dance creators to lead to a synopsis and story ideas. The various themes include activities of human life, professions, and folklore. After the story idea is found, the next step is to create a storyline. Each student grouped together to classify the theme and together make a storyline. The main material for dance creativity is exploration, improvisation and formation.

The application of Pedagogical Knowledge (PK) refers to the principles of learning, namely the principle of motivation and attention, the principle of activity, the principle of experience and direct involvement, the principle of repetition, the principle of challenge, the principle of reinforcement and feedback, the principle of individual differences [9]. The application of pedagogical knowledge in creativity courses is influenced by the communication system built between students and lecturers. Lecturers provide direction and motivation related to dancers' confidence which is used as a foundation for creativity. Students who lack self-confidence can be sure that their creativity is lacking for that Lecturers always provide motivation and provide input on the movements that have been found. The activeness of students in appreciation also affects the vocabulary of motion. Appreciation is done by watching performances both live and in person, criticizing performing arts, imitating dance videos, and many other efforts made through appreciation. The creative process through exploration and improvisation can be done repeatedly until you can find a shape that feels beautiful and is used as an arrangement of motion. After the movement of the work is formed, students make videos with their respective techniques. Video recording and video editing skills are influenced by the creativity of each dance creator

Techonology Content Knowledge (TCK) is knowledge about how technology and content affect each other. Teachers and prospective teachers need to create multimedia and understand concepts in content with the help of specific technologies [10]. In an online course meeting, the State University of Semarang uses an LMS named Elena.

Elena is a technology for recap of academic learning activities at Unnes. Components of learning that are usually carried out directly for now can be contained in elena. Starting from the provision of material for meetings 1-16, videos and the tiktok application to increase student creativity

Assignment assignments, discussions, assessments, recorded in the Elena system. So that lecturers and students can carry out academic activities according to their learning objectives. However, in the Elena system dance creativity course, it is felt that it does not facilitate student creativity because it is only carried out in one direction, namely lecturers and students. So that in learning creativity, we also use the kine master application to edit Kinemaster is a video editing application with features that are simple and easy for beginners to do.

Technology can be described how humans modify the world around them to meet their needs and solve problems they face.[11] Knowledge technology can be interpreted as a modification of learning adapted by lecturers in carrying out the teaching and learning process. The implementation of Knowledge Technology (TK) in dance creativity courses modifies application-based online learning. The selected application is a dance video editing application through Kinemaster and the Tiktok video sharing application. The Kinemaster worksheet is easy to use for beginners because it offers various features with familiar terms used on Android phones. The first step in opening Kinemaster is the Bigron menu as the basis for the video. After choosing a bigron, they are directed to write or mark the title of the work and the name of the student. The next stage is uploading a dance video and dividing it into the required parts. After classifying the video, the next step is to fill the video with dance accompaniment music. The last step is to export the video according to the size needed so that it can be uploaded on social media.

The next tpack element is Technology Pedagogy Knowledge (TPK). The application in the dance creativity course is that the lecturer practices movements through exploration and improvisation which are packaged in video form and uploaded to the tiktok application. Video collaboration appears on the right side of the screen that is practiced by the lecturer and the left side of the screen is the result of student imitation. Imitation and video capture techniques are one of the elements of the assessment. Learning through the tiktok application is proven to increase student creativity. The influence of viewers who see and follow the uploaded video

3.2 The Application of Tiktok in Dance Creativity Courses

Media yang digunakan dalam pembelajaran mempengaruhi keberhasilan capaian dan tujuan pembelajaran itu sendiri.

4. CREATIVITY DANCE

Art is a place for creativity, for that all activities related to art are believed to be able to train a creative sense [12]. the concept of creativity in the process of creating dance always relies on feelings and creativity. In the process of creation, the most important element is intuition or inspiration.[13]. The basic components in dance creativity are exploration, improvisation and formation.

4.1 Ekplorasi

Exploration is an effort for a dancer or dance stylist to explore ideaseexternal stimuli, this stage is prepared or structured in advance, and is spontaneous [14]. The exploration stage in the course learning is activated as a search for motion that is adapted to the dance theme. Lecturer's technique is to give an example of the "human walking" motion of the walking motion which can develop into several styles of motion.

Students gathered 15 people to explore the motion of walking, then divided into 3 groups. 1 Group consists of 5 people. Each group has the work of walking movements that have been found, so that 1 group has 1 gait that is heeded based on the group's agreement. After looking for words in motion, the next step is to make motion sentences. Movement sentences are carried out individually by each dancer based on the theme raised.

Distortion and stylization techniques become benchmarks in conducting exploration. Distortion is motion that is exaggerated in terms of volume, power and form. Stylization is a movement that is styled according to the wishes of the dancer.

4.2 Improvisasi

Improvisation is a spontaneous movement produced by a dancer's body. At the stage of improvisation, students are looking for intuition and imagination. Imagination is the main key in improvisation because the movement is produced on the basis of the mind being pushed with energy so that the form of movement appears. The process of improvisation is often used by choreographers to warm up dance performances. The higher the power of improvisation, the more creativity will be awakened.

4.3 Pembentukan

Tahapan paling terakhir pada kreatifitas tari adalah pembentukan. Pembentukan dapat dikatakan sebagai teknik evaluasi karya. Pada tahap ini karya tari disusun dan diindahkan sesuai dengan ide cerita dan tema yang ditentukan. Kelemahan Mahasiswa Seni Tari Unnes dalam hal Pembentukan adalah banyaknya pengulangan gerak yang lakukan.

Bentuk gerak dan isi cerita layaknya harus seiring sejalan, tetapi pada kenyataannya yang dilakukan Mahasiswa adalah pameran bentuk gerak nya saja.

5. CONCLUSION

Adaptation to technology development is very much needed in online learning. The online learning component is a consideration for Lecturers to package a creative and innovative learning based on Android. Tiktok is one of the digital platforms favored by many young people, creativity arises because it is influenced by self-confidence. Students need a system or application platform to show their dance work to the public. By showing and being appreciated by other users, new satisfaction emerges. This can affect creativity to increase.

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