

**Application of The Discovery Learning Model Using Tiktok Media  
in Lecture Text Material**

**Dian Puspitasari<sup>1</sup>, Nazurty<sup>2</sup>, Nurfadilah<sup>3</sup>**  
<sup>1'2'3</sup>Universitas Jambi

**Corresponding Author:** [1dianpspta82@gmail.com](mailto:1dianpspta82@gmail.com)

**Abstract**

The purpose of this research is to answer how the application of TikTok as an ICT-based learning media on lecture text material using the discovery learning method. This research is a qualitative research in descriptive study. The data sources of this research were obtained from interviews, observations, and documentation. The technique of taking informants is random sampling. Data collection techniques are triangulated. Data analysis techniques are carried out with three stages, namely reduction, data presentation, and conclusion drawing. Based on the results of the study, it can be concluded that the application of the TikTok application can be done by making video lessons of lecture material and uploading them in general. Thus students can listen to lecture text material through their respective TikTok and can repeat the material anytime and anywhere.

**Keyword:** tiktok, discovery learning, lecture text material

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**Introduction**

There are five main components of the learning process, namely educators, students, learning materials, learning media, and learning objectives. Professional and competent educators have an important role in improving the quality of education. One of the factors for the success of the continuity of the learning process is the media used by educators. In choosing learning media, educators must pay attention to three aspects, namely the clarity and purpose of media selection, the nature and characteristics of the media, and making comparisons. The representativeness of the message by the teacher should be considered before choosing learning media. Nugroho (2018) explains that there are three functions in determining the right media, namely the first is the stimulation function which creates interest in learning and finding out more about everything in the media, the second is the mediation function as an intermediary between educators and students, and the third is the function information that displays the information or explanation that the educator wants to convey.

Government Regulation Number 17 of 2010 articles 48 and 59 which states that the implementation and management of education is regulated using an IT (information technology) based system. IT-based education is a learning process system that takes place by utilizing information technology.

ICT-based learning emphasizes that ICT acts as a liaison agent between educators and students in conveying the transfer of knowledge. In general, the use of ICT as a learning medium can take the form of ppt, images, animation, video, audio, simulation programs, audiovisual, etc. Currently, advances in IT have had a significant impact on the world of education. This can be seen from access to learning materials which are easily obtained from the internet, the provision of literature services, journals and online books. The rapid development of technology, accompanied by increasingly easy and flexible facilities, means there is no longer any reason not to utilize or even develop your own various ICT-based learning media and resources to improve the quality of learning, especially in Indonesian language subjects. One of the ICT-based media that can currently be used as a learning medium is the TikTok application. TikTok social media can be an innovative use in the world of education apart from being a means of entertainment. The feature in the TikTok application for presenting audio-visual videos is the main element offered to its users. Devi (2022) explains that the TikTok application can be used as a tool or medium in the learning process because there are several supporting features such as audio recording, video recording, background sound, editing, sharing, and duets. The various features make TikTok able to be implemented into the learning process. The TikTok application is also in line with developments in the flow of technology and information and includes student interactions in today's digital world.

The application of TikTok as a learning medium is supported by the discovery learning model. Durajad (2008) in Nabila Yuliana (2018) states that discovery learning is a learning theory which is defined as a learning process that occurs when students are not presented with lessons in their final form. The learning process using discovery learning emphasizes student involvement in learning activities so that the learning process itself is not limited to providing information from educators to students. In line with this, Khasinah (2021) explains that discovery learning is a learning method to develop active ways of learning for students to discover understandings or concepts that are taught independently through established research procedures so that the knowledge persists cognitively.

Lecture text material has indicators of competency achievement in determining lecture elements, information and language, as well as exploring content, structure and language in lectures. By utilizing the TikTok application as a learning medium using the discovery learning model, the GPA to be achieved is converted into a learning video which is then uploaded to TikTok. This research wants to explain how TikTok is applied as learning in lecture text material using the discovery learning model.

## **Method**

This research takes a qualitative research approach, or what is also called a naturalistic research approach. It is said that because qualitative research is carried out on natural objects, develops as it is, is not manipulated by the researcher, and the presence of the researcher does not affect the dynamics of the research. The term naturalistic indicates that the implementation of research occurs naturally, as it is in normal situations and emphasizes natural descriptions. Research data was obtained from

related parties, including observations in class XI Science, teacher and student interviews, as well as school data from various literature relevant to the research focus. This data was collected using triangulation data collection techniques which combine various collection techniques and data sources.

Sugiono (2021) states that if researchers collect data using triangulation, then the researcher actually collects data which also tests the credibility of the data, namely checking the credibility of the data using various data collection techniques and various data sources. First, data collection by participant observation. The aim is to obtain data and a complete picture regarding students' understanding of the material explained by educators when using TikTok learning media. Second, data collection using semi-structured interviews which aims to find more open problems. Lastly, collect data with documentation, as evidence that supports research. The data analysis stage is carried out in three steps, namely; 1) data reduction. Sugiono (2021) explains "reducing data means summarizing, selecting and sorting the main things, focusing on the important things, looking for themes and patterns." Through the reduction stage, the data is more systematic and focused on problems adapted to the research title, namely primary and secondary data that researchers found regarding the application of TikTok as a learning medium in lecture text material using the discovery learning model. 2) Presentation of data. Sugiono (2021) explains that "data presentation can be done in the form of tables, graphs, charts, pictograms and the like." The presentation of data in this research is intended to make it easier for researchers to understand the data obtained in the field. Data is presented in narrative form. Description of data presentation based on objectives and research problem formulation. 3) Drawing conclusions. Sugiono (2021) explains that "conclusions are new findings that have never existed before". Findings can be in the form of a picture or illustration of an object whose truth has not previously been seen and it is hoped that further research will become clear after research, it can be in the form of a causal or interactive relationship, as well as a hypothesis or theory. The conclusion of the data obtained afterwards can answer the problem formulation that was formulated at the start of the research and the conclusion is in the form of a picture or illustration of the object under study.

## **Discussion**

The research was carried out at SMA Negeri 9 Muaro Jambi which is located at Jl. Education No. 02, Bukit Subur Village, South Bahar District, Muaro Jambi Regency, Jambi Province. The total number of students was 156 people. This school has eight active classrooms, a computer laboratory, a practical laboratory, a library, two separate bathrooms, a leadership room, a teacher's room, a UKS room, a sports room, a counseling room, an OSIS room, a TU room, and a prayer room.

In searching for and collecting information regarding the research focus, researchers used a qualitative approach with descriptive studies. The analysis stage was carried out using the triangulation method. First, the researcher carried out observations in the following stages: 1) the researcher submitted a research letter addressed to SMA Negeri 9 Muaro Jambi. 2) observe or observe teaching and learning activities in class XI Science in Indonesian language subjects. 3) carry out interviews with educators and students of class XI Science. Then the researcher determined a list of interview questions for teachers and students of class XI Science. The interview was conducted on October 31

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2023 with the aim of finding out an overview of the process of teaching and learning activities and the use of media by educators.

#### A. Educator Resource Interview Results

The first question asked to educator respondents, namely 'What do you prepare before teaching?'

*"The first thing is that you must prepare the materials. Me also deliberately prepared textbooks that the children could borrow at the library. To support the learning material that you want to convey."*

The educator explained that the first thing educators do before starting learning is to prepare the material. Educators also prepare supporting material books. This is so that the learning process can run well. Before starting learning, educators always make it a habit to pray, followed by checking students' attendance, and following the learning steps according to the RPP.

The second question, 'what methods, models and approaches do you use during the learning process?'

*"Adapted to children's needs. There are some children who need more understanding. Well, Me usually repeats the material."*

Dalam hal metode, model, dan pendekatan, pendidik menyesuaikan dengan kebutuhan peserta didik yang berbeda-beda. Perbedaan tingkat pemahaman yang dimiliki peserta didik mendorong pendidik agar selalu aktif dan kreatif dalam menyampaikan materi.

The third question, 'what media have you used while teaching?'

*"The media doesn't exist yet. If I want to use a projector there are a few obstacles. I get around this, sometimes the children are told to look for additional material on the internet."*

The limited learning media that schools have makes educators look for other ways to keep the learning process running smoothly. One way is to look for additional material on the internet.

The fourth question 'what difficulties did you face while teaching?'

*"The difficulty comes from outside (external). Children have difficulty focusing."*

Regarding teaching difficulties, the biggest factor currently comes from outside. Especially social media. Low literacy levels are also another factor. Based on the results of interviews with educators, it can be concluded that the use of learning media in class XI Science has not been fully implemented. The limited facilities and infrastructure available make educators rack their brains to use appropriate learning methods so that learning objectives can be achieved.

#### B. Results of student interviews before implementing TikTok media

There were four respondents in the research from students. Respondents were determined using random sampling. Researchers randomly selected four students to interview.

The first question to the four respondents was 'how does the Indonesian language learning process take place?'

The first respondent answered that Indonesian language learning had run effectively, efficiently and was easy to understand. This answer illustrates that during the

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learning process, the first respondent was able to participate in teaching and learning activities well. The second respondent answered that sometimes the learning process is accompanied by assignments such as projects or presentations. This activity shows that the learning process is no longer centered on the educator. Students are encouraged to be active and responsive so that learning activities are more lively. In line with this, the third respondent answered that the process of learning Indonesian was fun and exciting. There are games that stimulate students' interest in learning. The fourth respondent answered that the learning process more often uses the lecture method and is followed by the delivery of material written on the blackboard.

- 1) The second question is 'what makes you interested in joining the Indonesian language learning process?'
- 2) The first respondent answered that what made him interested in participating in the learning process was his obligation as a student to listen to the teacher's presentation of the material. Even though he was able to follow the learning process well, the first respondent had not found anything that made him interested in learning activities. This could happen due to several factors. One of them is low interest in learning and the absence of challenges in the learning process. The second respondent answered that what made him interested in participating in the learning process was the existence of activities or tasks such as writing a novel story. The third respondent answered that what made him interested in participating in the learning process was the game session. If learning is boring, educators invite students to joke around to revive the learning atmosphere. The fourth respondent answered that Indonesian language lessons were the lessons that were best understood. This made the fourth respondent more interested and more serious about participating in the learning process in the classroom.
- 3) The third question is 'what challenges or difficulties did you face while studying?'
- 4) The first respondent explained that the obstacle during learning was that the teacher often explained the material orally without writing it back on the blackboard. Because teachers are fixated on delivering material conventionally, students have difficulty understanding the core of the lesson being explained. The second and third respondents explained that there was material that was difficult to understand and terms that sounded foreign were used, for example the word 'degradation'. Meanwhile, the fourth respondent explained that the problem was when working on the questions. Where the questions given are too long.
- 5) The fourth question is 'how did you overcome challenges or difficulties during the course?'
- 6) The first respondent answered if the teacher could write briefly about the material that had been presented. That way, it is easier for students to record the material presented. The second respondent answered that if there was material he did not understand, he would repeat the material until he understood. The third respondent answered that if he had difficulty with certain material, he would ask the friend next to him. If the explanation from their friends is not satisfactory, the respondent asks the teacher directly. Meanwhile, the fourth respondent answered that to overcome questions that had long explanations, the respondent worked on short questions first.

7) Based on the results of the interview above, it can be concluded that the Indonesian language learning process in class XI Science has gone well. However, there are several obstacles faced by students. This is partly because educators more often use the lecture method in delivering material. To overcome these obstacles, students can ask the teacher directly when explaining the material or ask the teacher to explain on the board so that students can note important points of the material.

#### C. Syntax of applying TikTok media to lecture material using the discovery learning model

Preparation stage, prepare lesson plans and learning videos on your TikTok account. The material presented in the video is the content, structure and linguistic rules of the lecture.

The material delivery stage begins the learning process based on the RPP that has been designed. These include starting by praying, checking the student attendance list, explaining the goals, benefits, KD and GPA to be achieved, providing apperception, providing motivation and providing references. Then, give instructions to students to open their own TikTok accounts. After that, students watch the learning video and note important points from the material until the video is finished. Next, students discuss the findings of the material they have listened to through the TikTok application. During this process, there were several students who asked questions related to the material they were watching. Educators actively explain and help find answers to questions asked by students. After discussion, students present the findings of the lecture text material they have watched previously.

The closing stage provides feedback by asking questions related to the material that students have read previously. Student responses were quite good. They answer the questions based on the points that have been noted. Towards the end of the learning process, educators and students together reflect on the results of the learning and close with greetings.

#### D. Interview Results after Implementing TikTok Media

After implementing TikTok media, the researcher then conducted interviews with students to find out the response or impact arising from the use of TikTok media in lecture text material.

The first question is 'what was your experience during the learning process using TikTok media in lecture text subjects?'

The first respondent answered that using TikTok as a learning medium in lecture text material could be understood and seemed more interesting. This first use of media made the first respondents interested and wanted to explore more. As a medium that is only used as a means of entertainment, TikTok can have a positive impact if applied as a teaching medium. The second, third and fourth respondents answered with the same point that the delivery of lecture text material via TikTok media could be understood. The learning process becomes fun because students only need to listen to the material via TikTok, and it is easier to note down important points. Students don't need to be afraid of missing out on material because learning videos can be played back. The addition of animation features also makes watching videos less boring.

The second question is 'Are you able to follow the learning process using TikTok media in lecture text material?'

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The four respondents gave similar answers that the respondents were able to follow the learning process well. On TikTok, students can listen to material more easily. The presentation of the material is more concise and concise, so that students have no difficulty finding the core of the discussion.

The third question is 'do you understand the lecture material delivered via TikTok video?'

It can be concluded that the respondents' understanding in listening to the lecture text material was well received. There are three important elements in a lecture text, namely content, structure and linguistic rules. Respondents explained that they could understand these three elements as part of the lecture text.

The fourth question is 'did you experience any difficulties/obstacles during the learning process?'

In general, the obstacle experienced by respondents is the internet quota for opening the TikTok application. Then, the class conditions at times did not run conducive. To anticipate this, the classroom atmosphere must be ensured to be calm and not noisy. Based on the interview above, it can be concluded that using TikTok media for students is a new and unique experience. Students discovered that applications that are usually used as a means of entertainment can actually be used as a fun learning medium. Apart from that, students can also repeat lecture text material if there is material they do not understand. Delivery of material becomes more efficient. The positive impact is that interest in learning increases. Students are motivated by new ways to use TikTok other than as a mere entertainment medium. Furthermore, the use of TikTok as a learning medium can be applied to other subject matter. TikTok is a flexible application, meaning it adapts to changing times. The information spread via TikTok is fast and unlimited. Therefore, supervision is needed when students use TikTok in class.

## **Conclusion**

Based on the results and discussion of the research that has been carried out, conclusions can be drawn based on the results of observations and interviews, that teaching and learning activities at SMA Negeri 9 Muaro Jambi class XI Science in Indonesian language subjects, educators have not fully used teaching media. The biggest factor behind this is the lack of focus of students during the learning process. Low literacy levels make educators rack their brains to get students to want to read the material. As a result, the use of teaching media is not given much attention. The TikTok application, which is a short video sharing application, can be an innovative teaching medium. The use is by making learning videos and uploading them generally. Class XI Science students have proven that through TikTok, the transfer of lecture text material becomes much more interesting and is not focused on delivery by the teacher alone. Students also gain new experiences regarding the use of TikTok as a learning resource. In conclusion, it is very important to pay attention to supervision of students while using the TikTok application in class. Not all students have a quota, therefore it must be ensured that there are sufficient means to fulfill it. Such as wifi or providing free quota specifically for studying.

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