

TikTok Video as a Learning Tool in Computer Keyboarding Class

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Abstract

The outbreak of Covid-19 changed the culture of learning at all levels of the institution. For two years of Malaysian movement control order (MCO) has urged the students and lecturers to find the media tools to support their learning activities. The study is based on the short videos created from the current social media, TikTok which offers beneficial functions in creating educational videos. TikTok is a social media music video application that use to create and share short videos and music. There are 31 short videos created as support materials in keyboarding class and used by 5 lecturers with 214 students. This paper intends to present some concepts and findings related to the use of TikTok videos as a media for teaching keyboarding in distance learning situations. The finding shows a positive perception toward the use of TikTok in the learning process and contributes positively to the teaching and learning activities.

Keywords: TikTok, Learning Tool, Keyboarding, Student Perception.

1. Introduction

Due to pandemic Covid-19, many learning institutions have shifted their method of teaching and learning from traditional methods to online delivery. Instructors and lecturers facing tough times also work hard to find the best practice and applications to deliver the lessons. The lecturer faced difficulty in teaching virtually due to their insufficient preparation in adopting the new method for teaching and it results in high disagreement among students with the accessibility and availability of the instructor (Mahiswaran, Nur Atikah & Noor Alyani, 2020). The teaching is more challenging for the course that relates to the practical skills and requires more demonstration to achieve the learning outcomes. As highlighted challenges in Chye, Najibah & M. Khalid (2021) paper is instructor's readiness to the new norm learning. It happens when most of the lecturers lack skills in e-learning usage and integrating ICTs in teaching. Moreover, a longer time is needed to prepare the teaching materials. However, the new technology became an alternative to assist the learning process. Mobile technology with the integration of interactive Web 2.0 Internet-based applications better known as online social media is becoming more visible and vibrant in our lifestyle. The use of social networks in the field of education implies one of the measures accessible to pupils, students, and teachers, that have been adopted as a fragment within the life of each of us. (Nichita, Enache & Andreescu, 2021). In May 2020, TikTok launched LearnOn TikTok program, which consists of educational videos to facilitate learning during COVID-19 lockdowns (Hutchinson, 2020) TikTok is the most famous social networking site that allows users to record videos of themselves with music, spoken-word clips, and a variety of effects. The lecturers found this application as an opportunity to create a short video for all the lessons in keyboarding techniques as this application

is easy to create and the interface is simple. There are 31 short videos created for the keyboarding techniques lesson and these videos are used by 5 lecturers as a teaching tool for keyboarding demonstration.

Hence, this study aims to identify the perception among the students of the TikTok videos as the learning tools in computer keyboarding class.

2. Literature Review

Computer keyboarding technique is one of the topics covered in the Document Processing course offered by Diploma in Office Management and Technology, Universiti Teknologi MARA (UiTM). This course is offered to the new student with an average age of 18 to 20 years old. This course is designed to train students to become familiar with computer keyboarding and basic word processing. Upon achieving basic word processing skills, students will be able to type English passages accurately by using correct keyboarding at a minimum speed of 30 words per minute (wpm) with a 3% errors allowance (Course Information, 2015). With one of the methods of teaching being a demonstration, it is difficult for the lecturer to implement it with the online method. The use of technological materials (animation, video, film, PowerPoint presentation, etc.) containing audio-visual elements in the educational process saves time and simultaneously allows for meaningful learning (Melis & Nalan, 2018). Their study also revealed that those short educational videos were active learning tools. Using short videos as teaching tools can improve students' motivation and capture their attention. Lecturers are responsible to facilitate students with learning materials that are easy to understand and interesting.

2.1 TikTok as a Teaching Tool

TikTok as a window for online learning (ODL). TikTok improves communication desire and technology skills as education tools will influence the acceptance of TikTok towards education development (Aida Nabila, Noor Suraya, Nur Yasmeeen, Nor Amani, Izni Syamsina & Aion Syazana, 2021). During the pandemic, TikTok gives attention to education, it helps creative educators to give a better understanding to students about a topic and improve knowledge and skills. The use of TikTok as an application for creating a short video is suitable for the current trend of social media and it is easy to use and has faster production. TikTok was launched in 2017 worldwide and become the most popular social networking sites which targeted youngsters to share their one to three minutes videos. The multimedia principle in Richard Mayer's 12 Principles of Multimedia Learning mentioned that people learn better from words and pictures than just words alone. TikTok allows users to think out of the box. The users are not only able to insert images and words but can also add more elements such as videos, animations, voiceover, songs, and sound effects to make their TikTok presentations livelier informative, entertaining, and fun (Nur Ilianis, Syahirah & Isma, 2021). A proposed framework by Fiallos, Fiallos & Figueroa (2021) allows us to identify in an automatic way the main areas of knowledge associated with educational videos on the TikTok platform and which areas are the most preferred by users. This study also supports the idea that audio and text metadata information available in short TikTok videos contains concepts that give rise to a better understanding of the video learning topics than even the descriptions registered by the authors. The lecturers take the responsibility to come out with 31 TikTok short videos (1 minute) on keyboarding skills that can help students achieve the required score for the course. The short videos include five (5) videos for an introduction to keyboarding and proper typing technique and posture, 15 videos on 15 alphabet key lessons, three (3) numeric keyboarding, and five (5) for symbols keys. The new account for TikTok was created for creating the videos and named *KeyBoardinG WarRior (@obm121_km)*.



Fig. 1: Collection of Keyboarding Video on TikTok

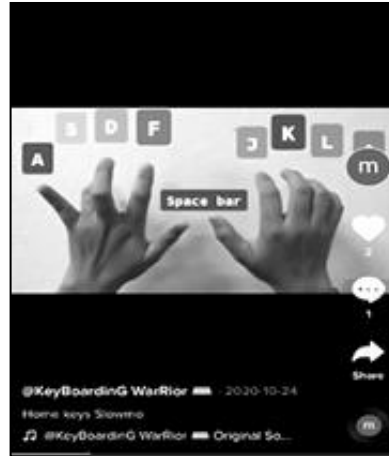


Fig. 2: Home Keys Lesson



Fig. 3: Acting video with text

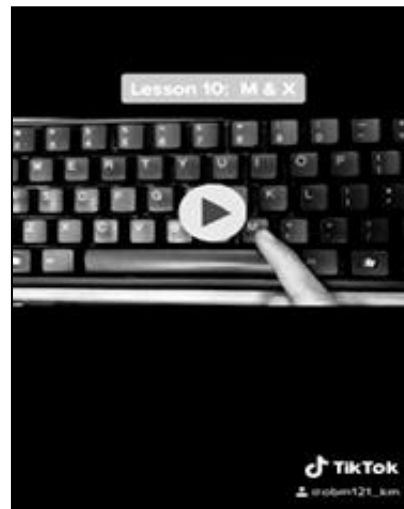


Fig. 4: Proper technique on keys (alphabet)

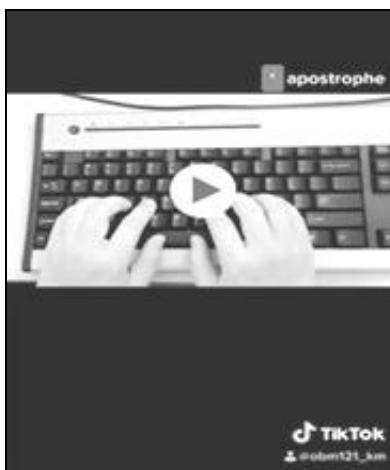


Fig. 5: Numeric keyboarding technique

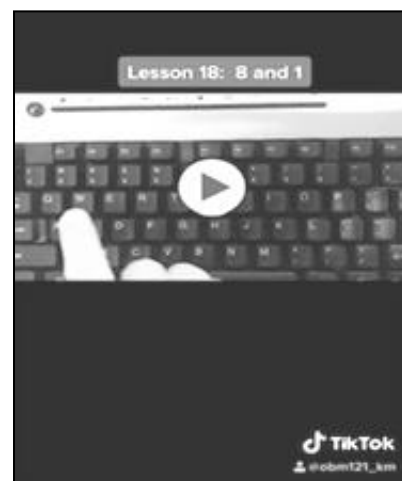


Fig. 6: Keyboarding technique on keys (symbols)

2.2 Student Perception

Online learning is not an easy task. Students and lecturers found difficulties in a daption and adapting to it. Students and parents saw TikTok as a tool to support social-emotional well-being, as well as TikTok being a unique platform for building community successfully (Solomon, 2021). Students in Generation Z react positively to the use of technology in their education. A previous study shows that 60% of teenagers believed that the TikTok application could be used for educational purposes, and 40% of teenagers believed that the TikTok application could not use short videos as an educational tool (Nichita, Enache & Andreescu, 2021).

TikTok videos created by the lecturers use real video, animations, voiceover, and songs to attract students and make them enjoy the videos. Four (4) of the lecturers were involved in the acting, and voiceover process and use the current music as a background. Background music is used to attract the attention of students to the lesson as mentioned in Hou Liqian (2018), the most important point for users is interesting and rich background music, it is easily attracting the user's attention. In the study by Syaifuddin et al. (2021), TikTok videos give a positive contribution to the teaching and learning process in learning to write a descriptive text. The study also found that the use of TikTok in the learning process can build motivation and make a student give their attention and engagement to the learning process. Another study denotes that using video clips as supporting materials during classes had the greatest effects on providing memorability (27.7%), facilitating learning (12.1%), arousing interest in an educational psychology class (12.1%), and ensuring student interest/attention (10.5%) (Kosterelioglu, 2016). This study also shows the positive effect included in two (2) sub-codes identified as "enjoyment" and "fun". However, there are some studies found that students do not enjoy using videos as tools for learning. Using the videos in teaching not only encourages the student's attention but also gives progress and improvement in their learning performance. A few studies show the results of the positive performance of students learning by using TikTok videos. A study by Rizky Kurnia, Budi Setyono & Eka Wahjuningsih (2017) indicated that the use of photo video montage could improve the students' achievement in writing descriptive text with 66.66% of 21 students achieving the target minimum score (75 marks).

3. Methodology

This study uses descriptive quantitative methods which involved the analysis of a questionnaire that consists of 15 items with 5 points on Likert Scale (1 -strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree). This questionnaire was constructed by using Microsoft Form and the form was given to 214 part one (1) students from Semester 1 2021/2022 session. The questionnaire is classified into three categories which are item number 1 to 5 refers to the perception toward the use of TikTok in learning to keyboard, item number 6 to 10 deal with the specific contribution of TikTok, and item number 11 to 15 about the criteria of using TikTok in teaching and learning activity.

4. Finding

The table below shows the arrangement of mean and standard deviation for the questions given in the questionnaire. Based on Table 1, the range of mean is between 4.24 to 3.99. It shows the positive perception among students toward the use of TikTok videos in learning to keyboard. The item "I am happy to learn keyboarding by watching TikTok videos" score the highest mean with 4.24. It shows that students were happy learning keyboarding by watching the TikTok videos provided by the lecturer. Anumanthan S. & Harwati Hashim (2022) found pupils felt good and happy after the lesson using TikTok and they enjoyed the whole lesson compared to the previous lesson. It follows the item "I was able to understand the technique of keyboarding from the TikTok videos that were displayed by the lecturer" with a mean of 4.14. The audio and text metadata information available in TikTok short videos gives a better understanding of the video learning topic than even the descriptions registered by the authors (Fiallos, Fiallos & Figueroa, 2021).

Table 1: Descriptive Statistics on Students' Perception toward the use of TikTok in Learning Keyboarding

| | Mean | Std. Dev |
|--|------|----------|
| I am happy to learn keyboarding by watching TikTok videos | 4.24 | .858 |
| TikTok makes it easier for me to image the keys in specific or in more details | 3.99 | .872 |
| I can identify the keys in the image displayed through the TikTok videos | 4.01 | .825 |
| I was able to understand the technique of keyboarding from the TikTok videos that were displayed by the lecturer | 4.14 | .821 |
| The use of TikTok videos improves my ability to understand and describe the keyboarding technique | 4.09 | .850 |

Table 2 represents the specific contribution of TikTok to learning, and it shows the range of 3.96 to 4.13 mean. The item “I am motivated to learn keyboarding techniques if I see the TikTok videos” is the highest mean. This result also shows students became interested in learning to keyboard and encourage them to participate in learning activities by watching the TikTok videos. Solomon (2021) concurs that social media is a motivating incentive and TikTok contributed to a major increase in student engagement. Video and animation elements contained in the new media are able to attract the interest of students in the learning process and even the use of the computer itself as a teaching device can enhance their motivation to learn (Sazanah & Ahmad Zamzuri, 2016).

Table 2: Descriptive Statistics on Specific Contribution of TikTok in Learning

| | Mean | Std. Dev. |
|--|------|-----------|
| By watching the TikTok videos, I became interested in learning to keyboard | 4.09 | .905 |
| I am motivated to learn keyboarding techniques if I see the TikTok videos | 4.13 | .797 |
| By viewing the TikTok videos, the process of learning becomes more contextual | 4.04 | .850 |
| TikTok videos are stimulating or stimulating my imagination in keyboarding technique | 3.96 | .872 |
| The use of the TikTok videos encouraged me to participate in learning activities | 4.06 | .806 |

In Table 3, all the items show a high value of the mean value of 4.00 above. The highest mean is 4.12 which the item is “By watching the TikTok video I learned keyboarding techniques effectively and efficiently”. As a previous study found the TikTok application in learning is very effective to improve students' self-confidence skills in speaking and the course scores also drastically increase (Zaitun, Muhammad Sofian & Emma Dwi, 2021). The second highest mean is 4.09 in item “The use of the TikTok video gave me progress or improvement in my keyboarding technique”. These mean values are also significant with the assessment result of the student for this course which is 54.4% of students score A+ and A with a range of marks from 80 to 100 marks (Laporan Mesyuarat Jan, 2022).

Table 3: Descriptive Statistics on the Criteria of using TikTok in Teaching and Learning activity

| | Mean | Std. Dev. |
|---|------|-----------|
| Learning keyboarding techniques after seeing the TikTok video has an appeal alone | 4.02 | .847 |
| By watching the TikTok videos, learning activities in keyboarding class become more meaningful and valuable | 4.08 | .835 |
| By watching the TikTok video, I became happy and comfortable in learning to keyboard | 4.02 | .847 |
| The use of the TikTok video gave me progress or improvement in my keyboarding technique | 4.09 | .803 |
| By watching the TikTok video I learned keyboarding techniques effectively and efficient | 4.12 | .829 |

5. Conclusion and Recommendation

In conclusion, students react positively to TikTok videos as a learning tool in computer keyboarding class. Students also scored excellent marks on the ongoing assessment and achieve the course learning outcome. This study shows the positive response on perception toward the use of TikTok in learning to keyboard, TikTok positively contributes to learning and TikTok support the learning activities. According to Escamilla, Alguacil, and Lopez-Carril (2021), TikTok promotes student motivation, creates an engaging learning environment, and encourages the development of creative skills and curiosity. TikTok is recommended to be a teaching and learning tool not only in the theory course but also in the skill and practical class. The implementation of TikTok videos makes the learning process became more interesting and enjoyable. With the enjoyable application, lecturers can produce informative and knowledgeable videos for learning activities with TikTok. By hope, this study supports the desire of UiTM to explore more on the social media platform for teaching and learning to be more interesting. TikTok videos also can assist lecturers to reach students' attention, especially in distance learning, as Professor Datuk Ts. Dr. Roziha Mohd Janor mentioned in her speech with the 1 billion users of TikTok as of March 2022, the collaboration among UiTM and TikTok Pte Ltd gives more space to teaching and learning in open distance learning (news.uitm.edu.my, 2022). In the future, this study can be expanded to other courses and other mediums of social media use for teaching and learning.

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