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TIK-TOK APPLICATION: DEVELOPMENT OF ACHIEVEMENT LEARNING TO INCREASE INTEREST IN LEARNING AT MADRASAH ALIYAH NEGERI 1 LAMPUNG TIMUR

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ABSTRACT

This study aims to determine current learning activities, design learning development, and the practicality of moral creed learning development design through the TikTok application. The methods of this research are Research and Development (R&D). Which is analysis, design, development, implementation, and evaluation. The results of this study show that the teaching of moral creed has gone well. However, the learning method still uses lectures, discussions, and memorization methods. This learning development design uses several supporting applications, such as Benime, Text Voice Free, Picsart, Kine Master dan Video ke MP3 Converter and help apps WhatsApp. Assessment of 9 validators which includes subject matter experts 83,5%, learning design expert 84,4%, learning media expert 84,4%, all are categorized as very feasible. The small group test development stage obtains 88,0%, and implementation of large-group trials of the highest gains, namely 67,7% The predicate is very appropriate. Pre-test and post-test results with an average of 90 rose 60%, So the completeness of students while learning to use Tik-Tok media 100% thoroughly. Then, the practicality test obtains an average score 4,8 with very practical categories. This shows that the development design that has been tested is very worthy of further development.

Keywords: tik-tok application, learning development, moral creed, interest in learning.

INTRODUCTION

The study of moral creed is a subject that is widely run at the madrasah education level, where in the process discusses Islamic religious teachings from the perspective of creed and morals (Darmiyati 2022). Akidah Akhlak education has a very important role to further prioritize the internalization of moral values from every material taught (Zaman and Kusumasari 2020). From education through madrasah, where the process of developing all the potential of students will be formed to prepare for various challenges in their lives (d'Aiglepierre and Bauer 2018). Students are expected to increase the

sensitivity of their souls and feelings, so that they can be aroused, imitate good behavior, and imitate bad figures (Carrera-Fernández et al. 2018). In addition, the concept of moral education is to form the student's personality, because in the formation of morals has become one of the goals of national education (Handayani 2020).

Learning moral creed through the tik-tok application is a form of innovation in student learning. Quality education needs to highlight ensuring that all learners acquire knowledge and skills (Estrada Guillén, Monferrer Tirado, and Rodríguez Sánchez 2022). Madrasah teachers must have the ability to change the development of the curriculum while maintaining the characteristics of madrassas as Islamic religious schools (Nurlaeli 2020). With the development of technology increasingly developing to the world of education, it is very necessary to make efforts that are renewal to respond or adjust the reality of life (Khojir, Khoirunnikmah, and Syntha 2022). The use of technology in learning will certainly create new learning innovations (Ma and Corter 2019). Therefore, with the use of social media used, it becomes easier for teachers to convey and can enrich insights for students (Assidik 2018).

The use of the tik-tok application as a tool to learn moral creed can provide many benefits. Teachers are increasingly expected to contribute to student development. It supports teachers in gaining insight into the underlying goals of their teaching practices (Zweeris, Tigelaar, and Janssen 2023). Recently, new apps have resulted in increased levels and variations of social media activity among students (Roth et al. 2021). Tik-tok type social media has introduced a new phenomenon that should be taken advantage of (Indrawati, Putri Yones, and Muthaiyah 2022). Social media allows people to more easily and quickly change their lifestyle and behavior, as they can connect people remotely (Angraini Puji Lestari and Dewi Lestari 2020). The development of social media is actually a necessity for students to learn, with the existence of tik-tok media, it can also be used as a medium to be used as learning media by teachers (van der Bend et al. 2023).

Increasing student interest in learning can be done through the tik-tok application. To demand new methods in the learning process, education must revolutionize (Priyanto 2020). The tik-tok application has advantages that are liked by students, by displaying interesting content in the form of subject matter, students will be more enthusiastic about learning (Ramdani, Nugraha, and Hadiapurwa 2021). The known understanding of social media is only as entertainment, but if used properly it certainly provides something of positive value (Menon 2022). Social media applications in learning have shown that social media use can improve learning outcomes (Antoni 2020). To achieve optimal results, educational innovation must be carried out in learning. This innovation must be carried out systematically and systematically by teachers and students (Kwangmuang et al. 2021).

Currently, the learning process in moral creed lessons is not paid attention to by teachers. Over the years, the learning process in schools has kept students as objects and teachers as subjects (Hidayat et al. 2019). One of the conflicts that often occurs in the world of education is the conflict about the weak learning process (Fauzia 2020). A teacher must find the right method, so that the material delivered is easily understood by students (Nurjanah, Yahdiyani, and Wahyuni 2020). The method used often makes it difficult for teachers, because the number of students is too large so the learning process is not conducive (Shim 2023). Teachers seem to provide evidence more often than common examples. It does not seem yet to be apparent for teachers to provide tangible evidence in life (Rø and Arnesen 2020). It turns out that there are still many teachers who have not received any training, they also still find it difficult to overcome various problems in class (Stål and Babri 2020).

The learning of moral creed carried out by teachers is less varied. With the application of innovation in education, the process of teaching and learning activities can run smoothly, conducive and creatively in order to foster the spirit of learning (Miftachudin 2022). In addition, all subject teachers must know how to direct student success in providing a suitable method for implementation (Putra, Imron, and Benty 2020). Through the learning method used will be one way to achieve the goals to be achieved (Susiba 2020). Unequivocally, there have been many recent calls that teachers are lacking in cultivating the creativity skills that should be able to impart to students (Ma and Corter 2019). Due to the lack of variety applied to a teacher, it has become a great responsibility to create an update in learning (Schiff et al. 2021).

It can be seen that there are no teachers who use the tik-tok application as a learning medium. The need to reconceptualize the ever-changing meaning of education, with each of these changes it needs better follow-up (Suyadi et al. 2022). It is important for teachers to improve the quality of education periodically, especially analyzing student needs in order to improve teaching (Ansyari, Groot, and De Witte 2022). Learning carried out at school is of course in order to instill good behaviors in students (Mulia 2020). Learning media can often solve problems. The use of interesting learning media can improve student learning outcomes (Stål and Babri 2020). However, with the rapid development of technology, the role of teachers is experienced in developing digital-based learning media (Francisca et al. 2022). Some of the basic reasons for teachers to have skills, it turns out that there are still many who feel bored and bored when participating in classroom learning (Locke et al. 2020).

Students' interest in learning moral creed subjects is still very lacking. If observed, interest has a great influence on learning outcomes (Kartika, Husni, and Millah 2019). Currently, students' interest in learning is less motivated because the learning process that runs is only limited to formalities (Mohamad Aso Samsudin and Ukhtul Iffah 2020). Interest in learning is very necessary in the learning process of students, because this will affect the quality of education (Reski 2021). In fact, there is a significant influence on students' interest in the study of moral creed now tends to decline (Herlina 2020). Taking this situation into account, tutoring is essential for student growth that not only can it be obtained in school alone, but also out-of-school learning can greatly help foster students' interest in learning (Prasetya et al. 2019). Thus, the demand for improving the quality and quantity of education must be balanced with the quality of teachers, one of which must be mastered by teachers is to design the learning process to be more interesting and students are more happy to continue learning (Hidayat and Asyafah 2019).

This research seeks to provide an innovation for moral creed teachers in carrying out learning activities. Then, this article has the objectives of (1) to find out the current learning of moral creeds, (2) to design moral creed learning, (3) to know the level of practicality of the design of moral creed learning development through the tik-tok application. Based on these problems, this research is very important to be carried out as a new innovation for teachers in utilizing the tik-tok application in learning media. This research is inseparable from previous studies that aimed to determine novelty in this study. Various previous research related to this research are: (Taubah 2020; Nadiyah 2021; Pea et al. 2021; Syaibani and Zainiyati 2022; Vidyastuti, Effendi, and Darmayanti 2022; Setiawati 2023; Bempa et al. 2023). However, previous research has its own style or purpose. So there is a difference in the research with the title Tik-Tok Application: Akidah Akhlak Learning Design to Increase Learning Interest in Madrasah Aliyah Negeri 1 Lampung Timur.

RESEARCH METHOD

The type used in this research is research and development or called Research and Development (R&D). In this developed research using the ADDIE development model. According to Yudi & Sugianti (2020), there are five stages of the ADDIE development model. The stages include Analysis, Design, Development, Implementation and Evaluation (Yudi and Sugianti 2020). This research was conducted in MAN 1 Lampung Timur. Because the research developed has an interest in the formulation of problems in the application of the 2013 curriculum. The data collection methods that researchers used in this study included interviews, observations, questionnaires and documentation. Then for the product feasibility test analysis technique, namely First, qualitative data was obtained at the validation stage of validator experts as many as 9 validator teams including material experts, learning design, learning media experts, and practical instruments filled in by the teacher, as well as filling out student questionnaires related to the developed learning design. Second, qualitative data is obtained from validator assessments, teacher assessments and student responses.

Furthermore, to assess the feasibility, in the interpretation of the criteria using references on the Likert scale 5. According to (Riduwan 2015), The level of eligibility criteria for the values obtained generally uses the following guidelines:

Tabel 1. Feasibility Criteria Test

Criterion	Range persentase	Value Scale
Not Worth It	00%-20%	5
Less Decent	21%-40%	4
Keep	41%-60%	3
Proper	61%-80%	2
Very Worth It	81%-100%	1

To maintain the level of practicality, according to Widoko, namely using reference guidelines using the Likert scale in the table below (Widoyoko 2013).

Tabel 2. Test Practicality Criteria

Average Score	Criterion	Conclusion
> 4,2	Very Practical	Can be used as an example
> 3,4 – 4,2	Practical	Can be used without repair
> 2,6 – 3,4	Quite Practical	Can be used with minor improvements
> 1,8 – 2,6	Less Practical	Can be used with many improvements
≤ 1,8	Impractical	Not yet usable

RESULT

Akidah Akhlak learning is currently in MAN 1 Lampung Timur

Currently, the learning process carried out by Akidah Akhlak teachers at MAN 1 Lampung Timur can be seen that activities in delivering material when in class have gone well. Because the accuracy of teachers in choosing models, methods, learning media for classroom management is able to create a conducive learning atmosphere. But the learning methods used by teachers have not changed innovation, this is only in general such as lectures, discussions, demonstrations and memorization methods. Then, the teaching materials used include student worksheets (LKS), privately owned handbooks, and even the use of media in learning sometimes only limited to using a "projector" to display

material during the learning process. This is certainly a problem for teachers because they have not been able to fully utilize technology properly. So, with this picture, researchers have a goal to provide an innovation that can help educators to further increase creativity. Because the learning process that relates to technology will provide convenience, bring good results, broad knowledge to students, and can have a positive effect.

Akidah Akhlak Learning Design through the Tik-Tok Application

In this stage there are five steps to design and develop moral creed learning using the tik-tok application which includes (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The data acquisition is presented as follows:

a. Analysis

First, Analyze needs. The study of moral creed is a compulsory subject for students in madrasas. Where, in learning moral creed involves a deep understanding of students' demands related to religious understanding and character building. These benefits of moral creed education help to design a curriculum appropriate to the stage of moral, intellectual and emotional development of students, taking into account their social and cultural context. Seeing the rapid development of the times, it is important for teachers to integrate technology, social interaction, and problem-based approaches in learning to be a central part in meeting the needs of students to develop understanding and use wisely. That way, the acquisition of this analysis is used as a guideline in compiling and designing a teaching material product developed through tik tok media.

Second, analyze the characteristics of using the tik-tok application. To find out more about the use of tik-tok, the researcher first provided questions which were then answered by as many as 85 students who had become respondents. As for the acquisition of these data, it is presented in the table below.

Table 3. Student Response on Using Tik-Tok Application

No	Question	Answer		
		Yes	Netral	Not
1	Do you have a tik-tok app account?	97,0%	0%	3,0%
2	Have you been familiar with the tik-tok application for a long time?	92,1%	4,7%	3,2%
3	Do you like it when playing tik-tok application?	87,0%	8,0%	5,0%
4	Does the school allow using cellphones for the learning process?	100%	0%	0%
5	Do you know about the benefits of using the tik-tok application?	81,5%	13,8%	4,7%
6	Can the tik-tok app provide you with information?	78,0%	16,0%	6,0%
7	Do you agree if the tik-tok application is used as a learning medium?	95,0%	0%	5,0%

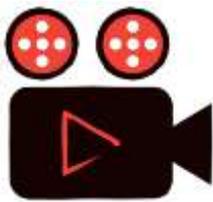
Based on the acquisition of the data above, it can be seen that 97.0% of students already have the tik-tok application on personal phones. They have also been analyzing applications for a long time, even they really like when playing tik-tok. The data also shows that tok-tok applications bring a lot of benefits and they often get information from some video content viewed. Then, school policy has responded well, students are allowed to bring mobile phones in class only used for the learning process or other positive activities. In addition, students' responses also agreed if their learning process used the tik-tok application media. This certainly brings new forms of innovation, can increase teacher creativity, make learning fun, more conducive, and run effectively.

Third, Analyze the curriculum. Currently, the curriculum used so far is K13 which studies three things, namely the needs of students, the demands of the community or the world of work and expectations from the government for predetermined education policies. The curriculum structure of MAN 1 Lampung Timur includes the substance of learning taken in one level of education for three years. The curriculum consists of 16-20 subjects, local content, and self-development that must be given to students. For learning completeness, each indicator shows the achievement of learning outcomes from basic competencies, with the ideal completeness criterion for each indicator is 75%. Madrasah must establish minimum completeness criteria as a target for the achievement of Kturnover by considering the average ability level of students.

b. Design

The design step to produce a product aims to find a new model through tik tok media. The steps in this design include: First, Determining the structure of matter. The material presented certainly does not come out on existing book sources. Teaching materials can be sourced such as from printed books, LKS, the internet and media that can be clouded in addition to expanding the material to be presented. The entire material that has been well selected, then determined to be in accordance with the planned learning objectives. Second, determine the design specifications developed. Based on products developed with the needs of students contextually, specifications that must be determined with needs, availability of resources and orientation to the product to be developed. In this case, it includes two aspects, namely pedagogic aspects and non-pegagogic aspects. Third, create a learning design on an application that is already available. In the steps of making a learning design in Akidah Akhlak learning, namely first determining the supporting application can be downloaded on the Play Store. Some of these applications can be seen in the table as follows.

Table 4. Supporting Applications to Design Akidah Akhlak Learning

No	App Name	Image and Source
1	Benime	 <p>Sumber: https://play.google.com/store/apps/details?id=com.benzveen.doodlify</p>
2	Text Voice Free	 <p>Sumber: https://play.google.com/store/apps/details?id=com.TextVoice.TextVoiceG</p>
3	Picsart	

		Sumber: https://play.google.com/store/apps/details?id=com.picsart.studio
4	Kine Master	 Sumber: https://play.google.com/store/apps/details?id=com.nexstreaming.app.kinemasterfree
5	Video ke MP3 Converter	 Sumber: https://play.google.com/store/apps/details?id=mp3videoconverter.videotomp3.videotomp3converter

After making a learning design in the form of a video, then the product was tested on experts totaling 9 validators. This is to determine feasibility and suitability before being implemented to students. The video display that has been prepared in the process of learning moral creed amounts to 28 video slides, which are contained in the "bimapanay_99" account or can be viewed via the link (<https://vt.tiktok.com/ZSLVtPhSo/>). Furthermore, the assessment of the validator team includes material experts, learning design experts and learning media experts. Here are the results obtained from expert validators.

First, Expert validation of the material. The acquisition of material expert assessments amounted to three people covering aspects of indicators related to the truth and feasibility of material with scientific studies, material presentation and student learning participation, language use and material description obtained a total value of 188. From this value, it gets a percentage range of 83.5% with the Very Suitable category. For more details, the results of the validator team are presented in the form of the diagram below.

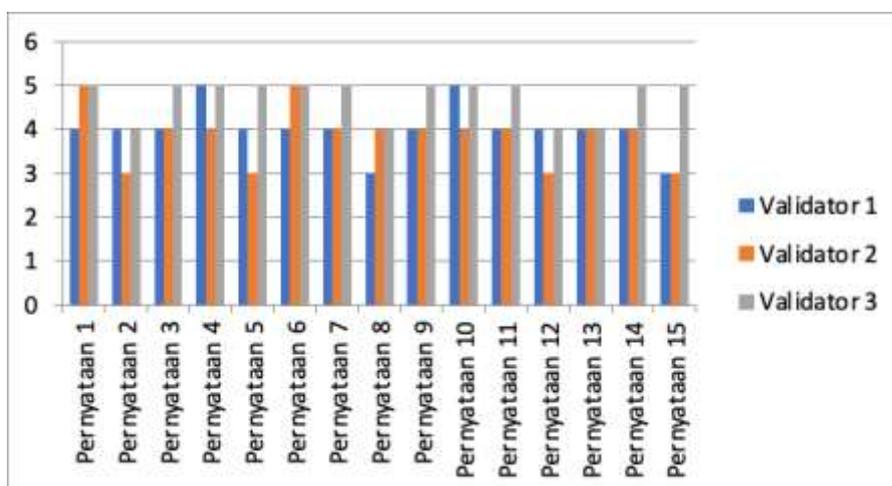


Figure 1. Material Expert Validator Assessment

Second, expert validation of learning design. The assessment of this validator team was carried out by three people. Validation carried out by related learning design experts covering aspects of indicators related to the accuracy of KD formulation, the relevance of instructional strategies to KD, the technical quality of learning design, online learning as a learning resource, the attractiveness and accuracy of learning design obtained a total value of 189. From this value, it gets a percentage range of 84.0% with the Very Suitable category. For more clarity, the gains from the validator team are presented in the form of the diagram below:

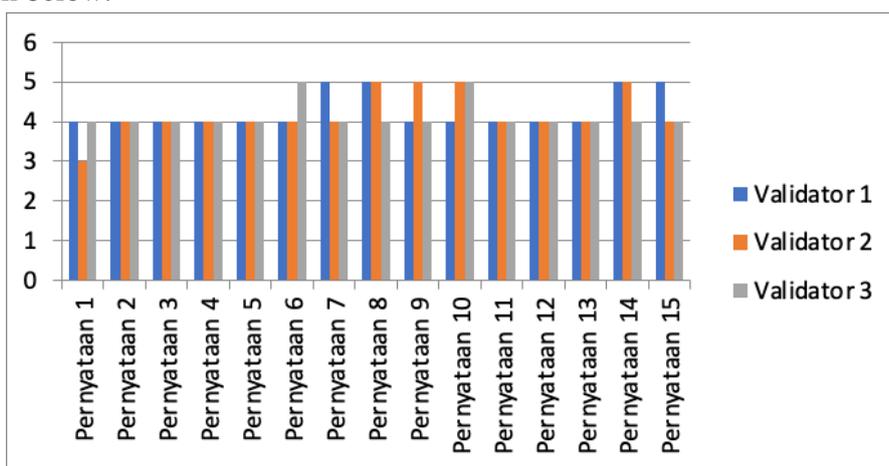


Figure 2. Learning Design Expert Validators

Third, Validation of learning media experts. The assessment conducted by related learning design experts covering aspects of indicators related to the attractiveness of the appearance, letters and writing, the level of interaction of learning design and display graphics obtained a total value of 190. From this value, it gets a percentage range of 84.4% with the Very Decent category. For more clarity, the gains from the validator team are presented in the form of the diagram below.

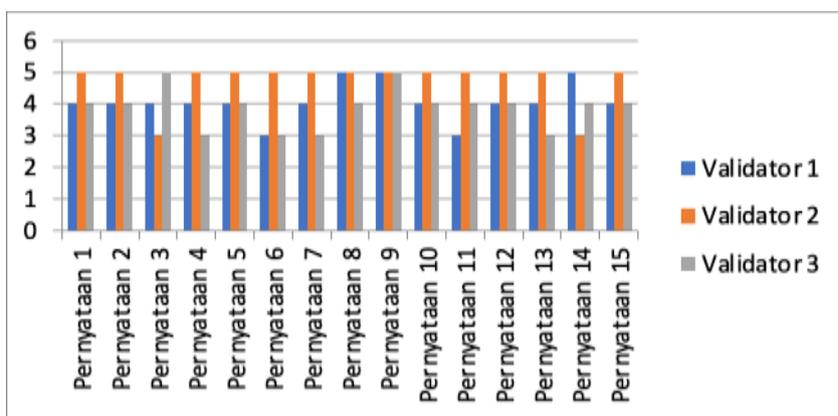


Figure 3. Learning Media Expert Validator Assessment

c. Development

In this development stage, products that are ready to be presented to students are first tested in small groups of 5 people from class X. Category 3 students who are sampled

are students who have excellent learning outcomes, good and good enough achievements. Then 2 students with categories who like to play social media and don't really like to play social media. For the table of student response assessment results small group test as follows:

Table 5. Small Group Test Student Assessment

No	Student Assessment	Number of Values
1	Student 1	63
2	Student 2	66
3	Student 3	68
4	Student 4	64
5	Student 5	69
Total Value		330
Percentage		88,0%
Category		Fits Perfectly

From the results of the table is then calculated using the formula $P = \frac{\sum N}{\sum T} \times 100 \%$, $P = \frac{330}{375} \times 100 \%$, $P = 88,0 \%$. It can be seen that the development of Akidah Akhlak through tik-tok which includes aspects of assessing effectiveness, attractiveness and interest gets a percentage range value of 88.0%. The value falls into the category of very appropriate.

d. Implementation

This stage is a trial of the product development of moral creed learning through tik tok media on large group students with a total of 85 people. The reference to the response guidelines given are (1) very inappropriate, (2) not appropriate, (3) quite appropriate, (4) appropriate, (5) very appropriate. The assessment of student response statements is presented in the table below.

Table 6. Large Group Test Student Assessment

No	Statement	Response				
		1	2	3	4	5
1	The content of the material presented is in harmony with the subject matter of moral creed.	0%	0%	7,0%	62,0%	30,5%
2	The design of the material content is arranged systematically and can be played repeatedly.	0%	0%	12,9%	42,3%	44,7%
3	The content of the material is developed to make it easy to understand.	0%	0%	18,8%	55,2%	25,8%
4	The description of the discussion and the provision of practice questions are easy to understand well.	0%	0%	9,4%	47,0%	43,5%
5	Isi material can motivate interest in learning.	0%	0%	10,5%	47,0%	42,3%
6	The use of media facilitates the learning process.	0%	0%	5,8%	34,1%	60,0%
7	Selection of writing and color in accordance with the content of the material.	0%	0%	9,4%	31,7%	58,8%
8	Selection of images and animations according to the content of the material.	0%	0%	4,7%	41,1%	54,1%

9	The language and words used are easy to understand.	0%	0%	5,8%	31,7%	62,0%
10	Time in presenting the content of moral creed material is easy to understand.	0%	0%	5,8%	48,2%	45,8%
11	Teaching materials developed can foster enthusiasm for learning.	0%	0%	8,2%	44,7%	47,0%
12	The developed design can give skills.	0%	0%	7,0%	40,0%	52,0%
13	The developed design gives help to learning.	0%	0%	7,0%	35,2%	57,6%
14	The developed design gives an appeal to attract attention.	0%	0%	2,3%	34,1%	63,5%
15	The developed design has a positive impact on the learning process.	0%	0%	2,3%	30,5%	67,0%

The response obtained from the students' answers shows that the categories are quite appropriate, appropriate, and very appropriate. The highest score was obtained in statement item 15 with a percentage of 67.7% in the very appropriate category, this confirms that the design developed through the tik-tok application on the subjects of moral creed has a positive impact on students. That way, the implementation that has been carried out through the tik-tok application provides many benefits for teachers and students. Students feel happier to learn, motivated because they can use tik-tok media as a means to learn, the learning process is increasingly more conducive, and students can also rotate repeatedly from the material delivered when at home.

In this implementation process, students only do the assignments presented in the tik-tok application. To make it easier for teachers to provide links to students, teachers first create grub via WhatsApp, so that students are also more controlled in learning implementation. In addition to discussing, they were also given the task of making videos from the results of group discussions. This is so that students have creativity to be able to use technology well. As proof of students creating video content which is then uploaded through the tik-tok application is presented in the picture below.

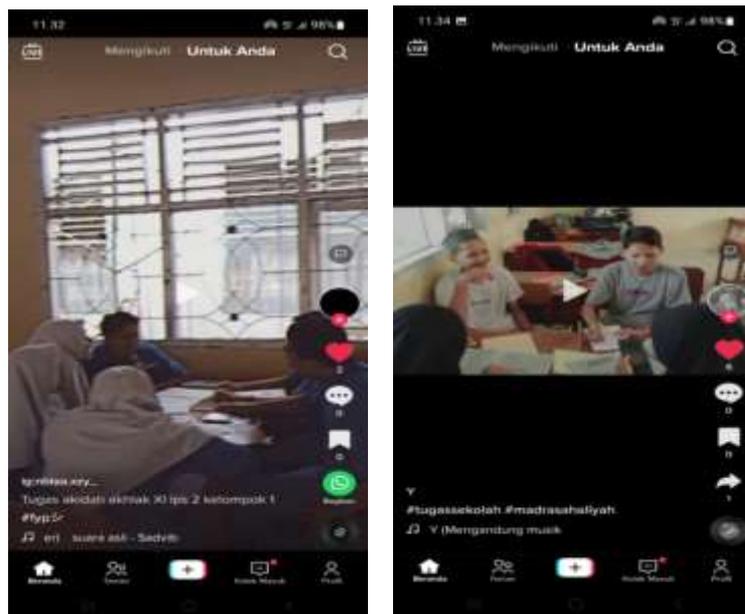


Figure 5. Student Discussion Process while Learning through the Tik-Tok Application

e. Evaluation

In this stage to find out the extent of the effectiveness of the development of moral creed learning through tik tok. To see the results of the effectiveness of the developed design, there are pre-test and post-test tests. The value to be compared is the average score of daily tests that have been done by the teacher. Before the development design, there were 51 incompleteness of students' daily scores, this if the sample used as many as 85 as respondents was obtained 40% incomplete from the completeness standard. However, after the development design was developed for students, their scores after being given questions presented in the tik-tok application obtained an average of 90 with an increase in student completeness to 60%. Thus, it can be implied that the student's grades are 100% complete.

Practicality of Akidah Akhlak Learning Design through the Tik-Tok Application

After the product development design is implemented on students. Then it is necessary to know the level of practicality developed through tik-tok media. Some of the components of the learning model used to test include syntax, social principles and reaction principles. For the results of practicality values can be seen in the table as follows:

Table 7. Practicality Assessment Results

Observation Aspect	Observations				
	1	2	3	4	5
Phase of introducing learning design					√
The phase of teaching material using learning media					√
Concluding phase					√
Teachers provide and manage learning media in accordance with KD					√
Teachers create a comfortable atmosphere and generate student motivation to learn					√
The teacher takes into account the rationality of time allocation					√
Teachers guide students as they complete assignments					√
Teachers motivate students to actively discuss and share with each other					√
Teachers provide positive reinforcement to students					√
Teacher-student interaction and student-to-student interaction					√
Student activeness in understanding the material on the media used				√	
Student activeness in completing tasks on the media used					√
Student liveliness in collecting answers					√
Student activeness in solving problems				√	
Student activeness in making conclusions					√
Average Score	4,8				

From this assessment, it can be seen that the practicality of developing tik tok media in learning moral creeds obtained an average score of 4.8 with the Very Practical category. This shows that the development of tik-tok media that contains material related to the subjects of moral creed is very practical after being tested on students.

DISCUSSION

First, the learning of moral creed carried out by the eye teacher has carried out learning well. However, teachers have not been able to create a new innovation in learning, lack of teacher creativity to be able to use technology as a learning medium. According to Yetti, in determining the learning model correctly, you can certainly manage the class effectively. Not only limited to the experience they have, teachers must also continue to develop the abilities obtained through workshops or other types of activities. So that the teacher's ability continues to develop and be able to solve various problems while in the classroom (Yetti 2021). In addition, experienced teachers certainly use learning strategies in the form of choosing more varied approaches, methods, and media. In addition, the choice of method can also affect during learning activities (Mutanaffisah, Ningrum, and Widodo 2021). This certainly helps teachers in overcoming problems to be able to utilize technology or other media well.

Second, the design that has been carried out to develop moral creed learning through the tik-tok application can be assisted by several supporting applications. According to Purba and Harahap, applications from social media can be petrified during the learning process, this aims to increase student motivation, so teaching materials are needed that attract students attention so that learning is not boring (Purba and Harahap 2022). Learning at this time many use online learning systems carried out through various media and technology (Sinta et al. 2020). Development through tik-tok media makes it easy to prepare material, video conversations by playing people who will then be dueted between other users (Ahmad Zubaidi, Junanah 2021; Proborini 2021). There are so many benefits that exist in tik-tok media, one of which is learning carried out remotely (Puspitasari 2021). That way, students can learn independently when they are at home or wherever they are.

Third, the practicality of developing moral creed learning through the tik-tok application can make it easier for teachers to name time well, students can listen to the material repeatedly both at school and at home. According to Widiastuti, the use of tik-tok media in the learning process can motivate students to learn and make the classroom atmosphere more lively. This media is very interesting in terms of practicality and the current that children often use is to see videos that appear on their homepage (Widiastuti, Rusmawati, and Hartono 2023). Tik-tok application media is often used from various circles, even a teacher now uses this media in the learning process. Students feel good if their learning is associated with technology, this also helps teachers make learning more practical and makes students more active (H. P.S. Muttaqin, Sariyasa, and N.K. Suarni 2021). So, the tik-tok application is very suitable and practical if the teacher is able to design well.

CONCLUSION

Learning moral creed in MAN 1 Lampung Timur It does look like it has gone well. Teachers have taken various approaches to make the learning atmosphere run effectively. However, the learning methods used still often use in general such as lectures, discussions and memorization methods. So there needs to be an innovation that can generate motivation and creativity between teachers and students. This learning development

design uses several supporting applications which include *Benime*, *Text Voice Free*, *Picsart*, *Kine Master* dan *Video ke MP3 Converter* and help apps *WhatsApp*. The validator assessment consists of 9 expert teams including material experts with a percentage range of 83.5%, learning design experts with a percentage range of 84.0%, learning media experts with a percentage range of 84.4%. Then, the development stage carried out by the small group test obtained 88.0% with the category very appropriate, and the implementation of the large group trial obtained the highest achievement of 67.7% very appropriate. The acquisition of pre-test and post-test tests with an average of 90 increased by 60%, so the completeness of students while learning using tik-tok media was 100% complete. Furthermore, the practicality test obtained an average score of 4.8 with a very practical category. This shows that the development design that has been tested to students is categorized as very practical and very worthy of further development.

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