

Utilization of TikTok in the Cooperative Learning Model on the Material of Creative Dance Characteristics in Class XI-1 of SMA Negeri 1 Tapa

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Abstract

This study aims to describe the use of the TikTok application in a cooperative learning model on the characteristics of creative dance in class XI-1 of SMA Negeri 1 Tapa. This study uses a qualitative approach with descriptive methods. The research subjects consisted of Arts and Culture teachers and class XI-1 students of SMA Negeri 1 Tapa. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The research results show that the use of the TikTok application in a cooperative learning model has a positive impact on the learning process of students. The use of TikTok videos helps students understand the elements of dance, such as space, time, and energy in a more concrete and engaging manner. Furthermore, the implementation of the cooperative learning model can increase student activity, creativity, cooperation, and self-confidence during the learning process. Students appear more enthusiastic in discussions, dance practices, choreography preparation, and the process of documenting creative dance videos using the TikTok application. Learning that previously tended to be teacher-centered has changed to a more student-centered learning. Based on the results of the study, it can be concluded that the use of the TikTok application in the cooperative learning model is effective in learning the characteristics of creative dance because it is able to create a more active, creative, interactive, and enjoyable learning atmosphere and helps improve students' understanding and skills in learning Arts and Culture.

Keywords: *TikTok, cooperative learning model, characteristics of creative dance, arts and culture learning and student creativity.*

I. INTRODUCTION

Education is a crucial process in shaping the quality of human resources through the development of students' knowledge, skills, attitudes, and character. Through education, human values are not only inherited but also internalized in students' lives, enabling them to develop individuals with character and culture. In the context of formal education, the learning process is a key factor in determining the success of achieving educational goals. Therefore, learning needs to be designed in an innovative, engaging, and contemporary manner to increase student engagement in the learning process.

One of the subjects that plays a crucial role in developing students' creativity is Arts and Culture, particularly dance. Learning dance not only emphasizes mastery of movement techniques but also fosters expressiveness, imagination, collaboration, and aesthetic sensitivity. In the material on the characteristics of creative dance, students are required to understand the elements of dance such as space, time, and energy and to develop dance movements creatively. However, in practice, dance learning in schools is often dominated by lectures and textbooks, resulting in students being less active in exploring movement and developing their creativity.

The development of digital technology provides new opportunities for creating more contextual learning that aligns with the characteristics of Generation Z. One digital medium closely related to students' lives is the TikTok app. TikTok is a short-video-based platform that allows users to create, edit, and share audiovisual content creatively and interactively. Utilizing TikTok in learning can be an engaging alternative medium because it presents material visually, communicatively, and easily understood by students. Furthermore, using TikTok can also increase student motivation, creativity, and active participation in the learning process.

In dance learning, TikTok can be used as a medium to showcase dance movement examples, document student work, and explore creative dance movements. Students play a role not only as

spectators but also as content creators, producing creative dance works through short videos. This use of media is relevant because it aligns with the digital culture of today's young generation, making the learning process more engaging and meaningful.

For optimal use of TikTok, a learning model is needed that can encourage active student engagement. One relevant learning model is cooperative learning. Cooperative learning emphasizes collaboration among students in small groups to achieve shared learning goals. Through group work, students can discuss, exchange ideas, and help each other understand the material and develop creative dance movements. The integration of TikTok with cooperative learning is expected to create an active, creative, collaborative, and enjoyable learning environment.

Based on initial observations in class XI-1 of SMA Negeri 1 Tapa, creative dance instruction has not yet utilized digital media optimally. The learning process tends to be teacher-centered, resulting in students being less active in practical activities and discussions. This is despite the school having supporting facilities such as internet access and multimedia devices that can be utilized to support digital-based learning. Therefore, learning innovations that integrate digital media with participatory learning models are needed to make dance learning more effective.

Based on the above description, this study aims to describe the use of the TikTok application in a cooperative learning model on the characteristics of creative dance in class XI-1 of SMA Negeri 1 Tapa. This research is expected to contribute to increasing student activity, creativity, and understanding of creative dance material, as well as serve as a reference for teachers in developing digital technology-based arts and culture learning.

II. RESEARCH METHODS

Research Design

This study employed a qualitative approach with descriptive methods. The qualitative approach was chosen because the study aimed to provide an in-depth description of the TikTok application's use in a cooperative learning model on the characteristics of creative dance in class XI-1 students at SMA Negeri 1 Tapa. Descriptive methods were used to systematically describe learning phenomena based on facts found in the field.

Location and Time of Research

The research was conducted at SMA Negeri 1 Tapa, Bone Bolango Regency, Gorontalo Province. The subjects consisted of arts and culture teachers and 29 students in grade XI-1. Subjects were selected purposively because the class was deemed to have characteristics that align with the research focus, particularly in digital media-based dance learning.

Research Subjects

The subjects in this study were arts and culture teachers at SMA Negeri 1 Tapa and students participating in the learning activities. This study aims to determine and analyze the role of teachers in selecting and implementing learning models and their impact on students' understanding of arts and culture subjects in grade XI-1 of SMA Negeri 1 Tapa.

Data and data sources

The data in this study are qualitative data obtained through observation, interviews, and documentation related to the use of the TikTok application in the cooperative learning model on the material on the characteristics of creative dance in class XI-1 of SMA Negeri 1 Tapa.

Primary data was obtained directly from Arts and Culture teachers and class XI-1 students of SMA Negeri 1 Tapa through observation and interview activities regarding the learning process, group work activities, and the use of the TikTok application in creative dance learning.

Secondary data was obtained from supporting documents such as teaching modules, syllabi, learning photos and videos, as well as journals and references related to cooperative learning models, TikTok media, and dance arts learning.

Data collection technique

Data collection techniques included observation, interviews, and documentation. Observations were used to directly observe the learning process, student activities, group collaboration, and the use

of the TikTok app in creative dance learning activities. Interviews were conducted with teachers and students to obtain information about experiences, responses, and challenges encountered during the learning process. Meanwhile, documentation was used to collect supporting data in the form of photos, learning videos, learning tools, and student work in the form of TikTok content.

Data Analysis Techniques

The data analysis technique in this study employed an interactive analysis model, encompassing data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting and focusing on data relevant to the research. Data presentation was presented in descriptive form to facilitate understanding. Furthermore, conclusions were drawn based on the results of the data analysis obtained during the study.

Research Stages

- a. Preparation stage
 - 1) Research letter and recommendation from the Faculty
 - 2) Letter of recommendation from the local office of the school to be examined
- b. Implementation stage
 - 1) In the first stage, the researcher will present the prepared recommendation letter to the school where the research is taking place. Next, the researcher will conduct oral and written interviews with arts and culture teachers and students to obtain baseline data regarding learning conditions, digital media utilization, and students' level of understanding of the characteristics of creative dance. This information will serve as the basis for the researcher in developing a cooperative learning module utilizing TikTok.
 - 2) In the second stage, teachers will deliver material on the characteristics of creative dance in the classroom using a teaching module designed by researchers based on interview analysis. The material covers the definition of creative dance, elements of movement, space, time, energy, creativity, and the process of creating simple choreography, which includes exploration, improvisation, evaluation, and movement formation. At this stage, researchers conducted initial data collection on students to determine their level of understanding of the material before using TikTok media.
 - 3) Third Stage, Researchers will design learning materials using the TikTok app to support cooperative learning models on the characteristics of creative dance. Students will be divided into three groups.
 - 4) Fourth Stage, After completing the third stage, each group moved on to the choreography design stage. Based on the discussions and observations of TikTok videos from the previous stage, each group was asked to create a creative dance choreography with a minimum duration of 2–5 minutes.
 - 5) Fifth Stage, This stage is the implementation and documentation of the choreography. After each group completes their dance creation, students are asked to create a video or TikTok content featuring their group's choreography, lasting 2–5 minutes.
 - 6) The sixth stage, the evaluation stage, is carried out to assess the effectiveness of using the TikTok application media in cooperative learning on the material on the characteristics of creative dance. At this stage, the teacher and researchers evaluated changes in students' understanding after participating in the lesson, both in terms of theoretical aspects of dance characteristics and practical skills in choreography creation. This evaluation was conducted through observations during the learning process and assessments of student work. Furthermore, researchers also explored student responses through interviews and discussions to determine their levels of motivation, satisfaction, and learning experiences during the lesson, including group discussions, choreography practice, and TikTok video creation. Researchers and teachers also conducted observations to assess students' practical skills, creativity, group collaboration, and ability to utilize TikTok as a learning tool.

III. RESULTS AND DISCUSSION

1. First Stage



Interview with the principal and arts and culture teacher

The initial stage of the research was conducted on April 13–14, 2026, at SMA Negeri 1 Tapa. The activity began with the submission of a research permit letter to the Principal, Mr. Syarifudin Abdullah, M.Pd., while conducting interviews to obtain information about the school profile and supporting learning facilities and infrastructure. The interview results showed that SMA Negeri 1 Tapa has adequate facilities, such as an art/creativity room, laboratory, library, hall, projector, sound system, and wifi access that can support the learning process.

Next, an interview was conducted with the Arts and Culture teacher, Ms. Nining Icshan, S.Pd., to obtain information regarding the current state of dance learning. The interview results indicated that learning in the even semester focused on the characteristics of creative dance. However, the learning process was still dominated by note-taking and lacked optimal use of digital media, resulting in low student participation and a monotonous learning experience.

Based on these findings, researchers propose utilizing the TikTok app as a learning medium that can increase student engagement. Through TikTok, students can actively participate in creating simple dance content, exploring movement, and developing creativity through digital media. The school principal welcomed this alternative and hoped that this research would contribute to improving the quality of arts and culture learning and serve as a reference for the use of innovative learning media.

2. Second Stage



Learning the Characteristics of Dance

The second phase began with the development of a teaching module on the characteristics of creative dance, which included learning outcomes, objectives, materials, methods, media, and steps for learning activities. This module was then used as a guideline for the implementation of the learning process, which began on April 21, 2026.

In the first meeting, the lesson focused on understanding the basic concepts of creative dance characteristics, resulting in the lack of optimal use of the TikTok app and cooperative learning model. The lesson began with apperception, motivation, and prompting questions to build students' readiness to learn. Next, the teacher presented material on the definition of creative dance, the elements of dance, and the stages of dance creation, including exploration, improvisation, and evaluation.

During the learning process, students paid attention to the teacher's explanations and took notes. However, student participation in the question-and-answer session was still relatively low because most still felt shy and lacked confidence in expressing their opinions. In the evaluation phase, students were given the task of memorizing dance elements, including energy, space, and time. The results showed that most students were able to understand the material well, as indicated by 19 students who were able to convey dance elements fluently.

In the closing activity, students were given the opportunity to summarize the material they had learned. Several students began to demonstrate courage in expressing their opinions, leading to a more active learning environment. Overall, the learning process proceeded according to the developed learning module, and the classroom environment was quite conducive.

However, observations indicate that learning still tends to be teacher-centered, and student engagement needs to be improved. Therefore, the next meeting plans to implement a cooperative learning model and optimize the use of the TikTok app to increase participation, creativity and self-confidence of students in learning dance arts.

3. Third Stage



Watching videos and practice

The third phase of the research was conducted on April 28, 2026, using a cooperative learning model assisted by the TikTok application on the characteristics of creative dance. The learning process began with apperception activities and the presentation of learning objectives, namely, enabling students to observe, analyze, and practice dance elements through digital media.

In the core activity, students are divided into heterogeneous groups and given student worksheets (LKPD). The teacher then shows a creative dance video via the TikTok app as a learning medium. Through the video, students observe elements of dance such as energy, space, and time, then discuss their observations with their respective groups. Next, students practice simple creative dance movements based on the discussions and observations.

Throughout the learning process, students demonstrated high enthusiasm in observing, discussing, and practicing movements. The teacher and researcher acted as facilitators, providing guidance and direction to each group. After the discussion and practice activities were completed, each group presented their work to the class. This stage demonstrated an increase in student engagement and confidence compared to the previous meeting.

Observations showed that using the TikTok app as a learning medium helped students understand the characteristics of creative dance in a more concrete and engaging manner. Furthermore, the implementation of the cooperative learning model encouraged collaboration, exchange of ideas, and increased student engagement in the learning process. Although some students still lacked confidence during presentations, overall, the learning process went well and demonstrated a shift toward more active, collaborative, and student-centered learning.

4. Fourth Stage



Creative Dance Design Practice Process

The fourth phase of the research was conducted on May 5, 2026, focusing on designing creative dance choreography through the application of a cooperative learning model assisted by the TikTok application. This activity was a continuation of the previous phase, in which students observed and analyzed creative dance videos as a learning resource.

In the core activity, students work in groups to choreograph simple creative dances, taking into account the elements of energy, space, and time. Each group engages in discussions, movement explorations, and group practice to create a sequence of movements that align with the predetermined

focus of the dance elements. TikTok videos are used as a reference source to help students gain movement inspiration and understand the application of dance elements more concretely.

Throughout the learning process, students demonstrated active involvement in discussions, choreography development, and group exercises. Teachers and researchers acted as facilitators, providing guidance in developing movement ideas, refining choreography, and strengthening cooperation among group members. This demonstrated that learning was collaborative and student-centered.

Observations show that the implementation of a cooperative learning model assisted by TikTok can enhance students' creativity, activeness, and collaborative skills. Using TikTok helps students obtain diverse movement references, making it easier to develop ideas for creating simple dance creations. Furthermore, students' social skills also improve through discussion, collaboration, and group responsibility.

Although there were still some students who lacked confidence in conveying ideas and practicing dance movements, overall the learning process went well and showed positive developments in students' creativity, participation, and collaborative skills in learning dance.

5. Fifth Stage



Video Shooting Process

The fifth phase of the research was conducted on May 12, 2026, and focused on the implementation and documentation of the creative dance choreography created by the students. During this phase, each group presented their dance creations and recorded videos using the TikTok app as a digital learning medium.

Prior to the performance, students were given the opportunity to engage in a short practice session to solidify their movement mastery and group cohesion. Observations showed that students were better able to perform the movement sequences and demonstrated increased self-confidence compared to the previous session. Furthermore, cooperation among students improved significantly during the performance and during the video documentation process.

After the performance, each group recorded and edited a simple video using the TikTok app. During the process, students worked collaboratively, dividing their roles as dancers, videographers, and editors. Teachers and researchers provided guidance on video recording techniques and how to use TikTok as a creative and educational learning medium. The resulting videos were then used as a means of reflection and appreciation for the students' work.

The research results show that the implementation of a TikTok-assisted cooperative learning model has a positive impact on students' creativity, active participation, collaboration, and digital literacy. The use of TikTok makes learning more engaging, interactive, and contextual, thus motivating students to engage in the learning process. Furthermore, students gain experience in creating, documenting, and publishing artwork through digital media.

Although there are still some students who lack confidence when appearing in front of the camera, overall the learning process is going well and shows an increase in students' abilities in the aspects of creativity, collaboration, communication, and the use of digital technology in dance learning.

6. Sixth Stage



Performance in Front of the Class

The sixth phase was implemented on May 19, 2026, as a final evaluation to determine the effectiveness of the TikTok application in the cooperative learning model for the characteristics of creative dance. The evaluation focused on student understanding of the material, practical skills, creativity, collaboration skills, active participation, and experiences during the learning process.

During the evaluation, the teacher conducted a question-and-answer session on the characteristics of creative dance, the elements of dance, and the stages of dance creation. Furthermore, each group presented their choreographed dance creations during the learning process. Observations showed that students performed more confidently, their movements were more structured, and they demonstrated greater cohesiveness compared to the previous session.

Interviews with students revealed that using the TikTok app makes learning more engaging, enjoyable, and easier to understand. Students found the video examples of dance movements helpful, making it easier to understand the material and fostering creativity. Furthermore, group learning activities also improved students' skills in discussion, exchanging ideas, and collaborating.

Observations show an increase in active participation, creativity, collaboration skills, and digital technology skills in dance learning. Learning, which was initially teacher-centered, has evolved into a more student-centered learning environment. Through TikTok-based learning, students not only understand creative dance concepts but also develop 21st-century skills such as creativity, communication, collaboration, and digital literacy.

Overall, the evaluation results showed that the use of the TikTok app in cooperative learning models was effective in improving student understanding, practical skills, creativity, collaboration skills, and learning interest in Arts and Culture. Although some students still needed guidance to boost their confidence, the use of TikTok media was proven to have a positive impact on the learning process and outcomes.

IV. DISCUSSION

Based on the results of the study conducted over six meetings, it was found that the implementation of the TikTok-assisted cooperative learning model had a positive impact on the learning process and outcomes of the creative dance characteristics material at SMA Negeri 1 Tapa. Prior to the implementation of the cooperative learning model, the learning process was still dominated by lecture methods and note-taking activities. Students tended to act as recipients of information, resulting in low engagement in learning. This condition resulted in less engaging learning and provided fewer opportunities for students to develop creativity and practical skills in dance learning.

In the initial learning stage, the teacher provides a basic understanding of the characteristics of creative dance, the elements of dance, and the stages of dance creation through theoretical learning activities. This stage is carried out as initial preparation so that students have a conceptual understanding before entering practical activities. Observations show that most students are able to understand the material presented, although there are still some students who are less active in the question and answer and discussion activities. This condition indicates that students still need learning strategies that can increase their participation and involvement in the learning process.

Changes began to emerge when teachers implemented a cooperative learning model and utilized the TikTok app as a learning medium. Through cooperative learning, students are divided into small groups, enabling them to collaborate, discuss, and help each other understand the material. Learning is no longer teacher-centered, but shifts to student-centered learning. In this process, students are given the opportunity to observe creative dance videos on TikTok, analyze the dance elements contained in the videos, and discuss their observations with their group members.

Utilizing TikTok as a learning medium provides a unique learning experience for students. Videos displayed on the platform provide a more concrete understanding of the elements of energy, space, and time in creative dance. Furthermore, students gain a variety of movement references that can serve as inspiration in the choreography creation process. The use of media closely related to

students' daily lives also makes learning more engaging and enjoyable, thereby increasing their motivation. These findings demonstrate that digital media can be an effective tool to support dance learning that emphasizes visual aspects, practice, and creativity.

During the choreography development phase, students began to demonstrate their ability to develop movement ideas based on the dance elements they had learned. Although some groups initially struggled to create movements, particularly the male students who appeared awkward in their dance moves, these challenges were overcome through group discussions, teacher guidance, and the use of TikTok videos as a source of movement inspiration. This demonstrates that cooperative learning can help students solve learning problems through collaboration and peer interaction.

Furthermore, during the dance practice and documentation phase, students not only learn to perform dance movements but also gain experience in documenting their work through digital media. The video-making activity provides students with the opportunity to develop their creativity, communication skills, and digital literacy skills. By dividing tasks into groups, students learn to be responsible for their respective roles, whether as dancers, videographers, or simple editors. This demonstrates that learning is not only oriented towards mastering the material, but also on developing 21st-century skills including creativity, collaboration, communication, and digital literacy.

The evaluation results from the final meeting showed an increase in students' understanding of the characteristics of creative dance. Students were able to explain the elements of dance, understand the stages of dance creation, and apply them in simple choreography. Furthermore, students demonstrated improvements in self-confidence, creativity, and collaboration skills. Most students stated that learning using TikTok was more engaging and helped them understand the material more easily because they could see live examples of movement through videos.

The success of the learning process was also evident in each group's ability to complete assigned tasks and produce dance and video works that met the learning objectives. Assessments based on indicators such as understanding dance elements, creativity in creating movements, group collaboration, active participation during the learning process, and the quality of the work produced demonstrated that all groups were able to achieve the established standards. Although some students still needed further guidance to increase their confidence when performing in public, overall, the learning outcomes showed positive progress.

Thus, the implementation of a cooperative learning model combined with the use of the TikTok application has proven effective in improving the quality of arts and culture learning, particularly in the material on the characteristics of creative dance. This learning model not only helps students better understand the material but also enhances creativity, practical skills, collaboration skills, and student interest in learning. Therefore, the TikTok-assisted cooperative learning model can be used as an innovative and relevant learning alternative for arts and culture learning in schools.

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