TIKTOK AS A SUPPLEMENTARY INSTRUCTIONAL MATERIAL IN TEACHING FILIPINO AND COMMUNICATION SUBJECTS

Garcia, Mikee[1], Grayda, Mc Kendrick S.[2], Huang, Maria Christina T.[3]
National Teachers College,Quiapo, Manila

ABSTRACT

*This study is entitled **"TIKTOK AS A SUPPLEMENTARY INSTRUCTIONAL MATERIAL IN TEACHING FILIPINO AND COMMUNICATION SUBJECTS."** This study aimed to determine the effectiveness of the TikTok application as an innovative supplementary instructional tool in teaching Filipino and Communication subjects to Secondary and Tertiary students in the academic year 2022-2023. The researcher utilized an experimental method to obtain the necessary data. Fifty (50) students participated as study respondents from the Southern Luzon State University-Main Campus and Laboratory School through Purposive Sampling Technique. Based on the data obtained, mental effectiveness, emotional effectiveness, and active learning are both very high. Therefore, the TikTok application effectively cultivated intellectual skills, self-esteem, active cultivation, and the application of knowledge gained by students.*

Regarding the outcome of the student's preliminary examination level, it was scored as quite satisfactory, while the final examination was scored as satisfactory. It affirms that there is a significant difference in their level of performance. Thus, the hypothesis "There is no significant difference in the performance level of the students based on the preliminary and final test" was not accepted. Therefore, there was a significant difference in the scores obtained by the students, and TikTok became effective as an innovative approach and strategy in teaching Filipino and Communication subjects.

The hypothesis "There is no significant relationship between the use of TikTok as an innovative supplementary instructional tool in teaching Filipino subjects and students' performance" was not accepted. Therefore, there is a significant relationship between them. The videos developed using TikTok for students was an effective innovative supplementary material in teaching Filipino and Communication subjects. Teachers were encouraged to discover and utilize more innovative tools such as TikTok that could increase student's engagement and their performance in their Filipino and Communication subjects. These techniques can contribute to developing a more conducive and fun learning process.

INTRODUCTION

Every generation has its characteristics that have a significant impact on human life. Many changes were happening in the field of education, even teaching methods and tools that serve as a big challenge that teachers face. Keeping students interested and motivated in a lesson was one challenge for education advocates. The discovery of different approaches to lesson delivery does not only end in the four corners of the classroom because the teachers are constantly working on it. With the development of the modern skills of students today, it was only appropriate that teaching methods go along with this change to make their learning more effective. It was good that their needs were being met simultaneously while imparting the knowledge that young people should know. The developed curriculum standards for Education for All (EFA) 2015 (Education For All, 2015) understood the content of each subject, such as Filipino and Communication. It ensured what was to be learned and the student's performance level so that expectations were high. It was challenging, so it was appropriate to use two appropriate approaches and strategies to cultivate the knowledge and skills of students to prepare them for earning a living if they could not continue in college. It also ensured that what students learned could be used in real life and would be part of national identity, cultural literacy, and continuous learning in keeping up with the rapid changes in the world. Since the curriculum was considered interactive, teachers were expected to launch activities allowing students to exercise their intellect or exchange ideas. That was why teachers continued to find and discover to meet the need in academia. In a time when there were many innovations caused by modern technology, the educational facilitator needed to be innovative, creative, and artistic to meet the challenge of effective learning and teaching success. Modern teaching and technological changes in the 21st century are today's schools' focus. It was of absolute benefit to students and teachers. Concepts were expanded more and more because students could see what the specific topic wanted to convey. The use of short videos was one of the methods that could be attributed to the technological change in the field of education today. It helped to maintain the student's interest in the lesson, develops the ability to independently, and can also be the basis for three future.

In this regard, in his article, Escober (2020) stated that the application of TikTok becomes a way for young people to meet the simple reality of life and the development of realistic content. This application emerged in 2016 and contained a variety

of videos that continued to be enjoyed by many. As the number of young people enjoying the TikTok application grew, it became a big part of their lives where they expressed themselves more. It also became their platform for adapting to environmental change. Therefore, it could influence different aspects of their lifestyle. One of them was the field of cultivation and learning which was a significant factor for them as individuals. In this situation, this research wanted to know the effectiveness of the TikTok application as a modern approach and strategy in teaching Filipino subjects. The researcher sought its timeliness and relevance to the everyday occurrences in the students' lives. After all, many students enjoyed TikTok, and over time the teaching methods keep students' knowledge cultivation alive and meaningful.

RESEARCH OBJECTIVES
This study aimed to determine the effectiveness of the TikTok application as an innovative supplementary material in teaching Filipino and Communication subjects. This study sought to answer the following questions:
1. What is the level of use of TikTok as an innovative supplementary material in teaching Filipino and Communication subjects based on:
    1.1 Mental Capacity;
    1.2 Valid Perception; and
    1.3 Effectiveness in Active Learning
2. What is the performance level of students in the Filipino and Communication subject based on the pre-test and post-test?
3. Is there a significant difference in the level of performance of the students based on their pre-test and post-test?
4. Does the use of TikTok as an innovative supplementary material in teaching Filipino and Communication subjects have a significant relationship with student performance?

HYPOTHESIS
1. There is no significant difference in the performance level of the students based on their pre-test and post-test.
2. There is no significant relationship between the use of TikTok as an innovative supplementary material in teaching Filipino and Communication subjects to student performance.

METHODOLOGY
This chapter presented the research design, respondent, method, instrument, and statistical method.

RESEARCH DESIGN
This study employed an experimental research design to identify significant influences in concluding whether the Tiktok application is an effective supplementary material in teaching Filipino and Communication subjects.

RESPONDENTS
Forty (40) Southern Luzon State University Main Campus and Laboratory Schools students willingly participated in the research study through purposive sampling.

RESEARCH METHOD
The researchers aimed to utilize the TikTok application as an innovative supplementary material in teaching Filipino and Communication subjects. Thus, the researchers formulated a self-made questionnaire, and pre-tests and post-tests, as instruments for identifying the effectiveness of Tiktok in student learning. As the questionnaire was developed, it was reviewed and validated by field experts: the panelists and teachers handling Filipino and Communication subjects. Thus, consent forms, questionnaires, and pre-and post-tests have been prepared to be administered for data gathering through google forms. The pre-and post-test results were also compared, correlated with appropriate statistics, analyzed, and interpreted.

RESEARCH INSTRUMENT
The researchers developed TikTok videos containing lessons about Filipino and Communication as supplementary learning material in class. In developing the questionnaire, the researchers based the learning skills related to and should be acquired by students in the subject of Filipino and Communication at secondary and tertiary levels. This questionnaire, comprised of thirty (30) statements, served as a survey regarding the level of proficiency of the TikTok application based on their mental, emotional, and active learning effectiveness. The pre-test and post-test measured the student's knowledge, containing thirty (30) items. The weight of competent points for the answer in this part is as follows:

4.50 - 5.00	Strongly Agree (SA)
3. 51 - 4.50	Agree (A)
2. 51 - 3.50	Moderately Agree (MA)
1.51 - 2.50	Disagree – Agree (A)
1.00 - 1.50	Strongly Disagree (SD)

STATISTICAL DESIGN

The researchers used statistical methods to provide an appropriate and clear analysis, forecast, and interpretation of the collected data. In determining the result of the level of use of TikTok as an innovative supplementary material in Filipino and Communication subjects and the level of performance of students in Filipino and Communication subjects based on their pre-and post-test, researchers used a *weighted mean* and *standard deviation*.

Mean and *T-tests* were used to measure the significant difference in the student's level of performance based on their pre-and post-test, while *r-value* and *p-value* were used to measure the significant relationship between the use of TikTok as a modern teaching aid in Filipino and Communication subjects with the student's performance.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
Summary

The study aimed to determine the effectiveness of TikTok as a supplementary material in teaching Filipino and Communication subjects among selected students at Southern Luzon State University in the 2022-2023 academic year. An experimental method was utilized with fifty (50) SLSU students who willingly participated in the study through purposive sampling. The method used by the researchers was very helpful in analyzing and analyzing the effectiveness caused by the TikTok application.

Based on the data collected, in the level of use of TikTok as a supplementary material in Filipino and Communication subjects based on mental effectiveness, the result was *"Strongly Agree"* with a literal explanation *"Very High"*. In the level of use of TikTok as a supplementary material in Filipino and Communication subjects based on the effectiveness of emotions, the result was *"Strongly Agree"* with a literal explanation *"Very High."* In the level of use of TikTok as a supplementary material in Filipino and Communication subjects based on the effectiveness of active learning, the result was *"Strongly Agree"* with a literal explanation *"Very High."*

Based on the pre-test, the performance level of the students in Filipino and Communication subjects revealed a literal explanation *"Moderately Good."* Meanwhile, based on the post-test, the performance level of the students in Filipino and Communication subjects revealed a literal explanation *"Excellent."* As the mean differences, t-values, p-values, and comments were taken, it was shown that there is a significant difference in the performance level of the students based on their pre-and post-tests. Therefore, the null hypothesis that "There is no significant difference in the level of performance of students based on the preliminary and final examination" was not accepted. Thus, the results revealed that there is a significant relationship between the use of TikTok as a supplementary material in teaching Filipino and Communication subjects with students' performance. Therefore, the null hypothesis that "There is no significant relationship between the use of TikTok as a modern teaching aid for the Filipino subject and the students' performance" was not accepted.

Recommendations

After studying and analyzing the results, the researcher suggested the following recommendations:
1. In addition to cognitive effectiveness, emotional effectiveness, and active learning, teachers can discover other aspects to focus on in determining the effectiveness of an auxiliary teaching tool to increase the level of education.
2. Due to the positive outcome of the study, the developed videos can be used as innovative teaching aids for Filipino and Communication subjects at Southern Luzon State University.
3. Having a significant difference in the performance level of the students, the videos generated in TikTok can be subject to revision by additional information regarding the topic, and apply different effects that will pique the student's interest and enhance the performance level in Filipino and Communication subjects.
4. Teachers are encouraged to discover more innovative tools, such as the use of TikTok that students are currently interested in, to increase performance in Filipino and Communication. These techniques can contribute to developing a more conducive and fun learning process.

Conclusions

Through the presented results, the following conclusions were formed.
1. The null hypothesis *"There is no significant difference in students' level of performance based on the pre-and post-tests"* was not accepted. Therefore, there was a significant difference in the scores obtained by the students. This meant that TikTok has is an effective innovative supplementary material in teaching Filipino and Communication subjects.
2. The null hypothesis *"There is no significant relationship between the use of TikTok as an innovative supplementary teaching material in Filipino and Communication subjects on student performance"* was not accepted. Therefore, there is a significant relationship between them. It indicated that the relevance in the use of Tiktok as an innovative teaching tool is effective.

TABLES
Table 1. Level of use of TikTok as an innovative teaching aid in the subject of Filipino and Communication based on Cognitive Efficacy

Statement	Mean	SD	Feedback
Helpful in increasing the level of knowledge and learned competence.	4.56	0.67	**Strongly Agree**
The lessons taught in Filipino and Communication subjects are easily processed.	4.56	0.58	**Strongly Agree**
Significant meanings, meanings, and ideas of the subject are better remembered.	4.50	0.61	**Strongly Agree**
The TikTok application is easy to use in meeting the needs of students in relation to the understanding of different texts.	4.46	0.79	**Strongly Agree**
It is helpful to translate new knowledge or skills in real life situations.	4.40	0.73	**Strongly Agree**
The development of critical thinking and creative practice is cultivated.	4.46	0.71	**Strongly Agree**
The analysis of the subject is strengthened.	4.40	0.67	**Strongly Agree**
Expands imagination while watching video related to the topic.	4.52	0.58	**Strongly Agree**
Relate previous knowledge to new information more quickly.	4.58	0.57	**Strongly Agree**
Brings meaningful evaluation about the subject.	4.46	0.65	**Strongly Agree**
Overall Mean: *4.49* Standard Deviation: *0.656* Literal explanation: Very High			

Signs:

Metric Range	Comment	Literal explanation
4.20-5.00	Strongly Agree	Very high
3.40-4.19	Fairly Agree	High
2.60-3.39	Agree	Fairly high
1.80-2.59	Fairly Disagree	Low
1.00-1.79	Strongly Disagree	Very low

Table 2. Level of use of TikTok as an innovative teaching aid in the subject of Filipino and Communication based on Emotional Effectiveness

Statement	Mean	SD	Puna
Enriching the learned skill increases motivation and emotional intensity.	4.44	0.64	**Strongly Agree**
Helps to ease the learning method.	4.48	0.71	**Strongly Agree**
Brings comfort to the learning process.	4.58	0.61	**Strongly Agree**
The video grabs attention viewed in the application related to the subject.	4.64	0.60	**Strongly Agree**
The subjects are more valued included in the lesson.	4.54	0.54	**Strongly Agree**
There is pleasure in receiving informational parts of learning.	4.44	0.64	**Strongly Agree**
Brings opportunity to be more organized in the time spent studying.	4.58	0.61	**Strongly Agree**
More freely follows the related lesson instructions.	4.52	0.71	**Strongly Agree**
The mind becomes more open to the changes taking place in the learning process in the present time.	4.46	0.76	**Strongly Agree**
Watching and listening skills are developed as part of learning.	4.56	0.64	**Strongly Agree**
Overall Mean: *4.52* Standard Deviation: *0.647* Literal explanation: *Very High*			

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Signs:

Metric Range	Comment	Literal explanation
4.20-5.00	Strongly Agree	Very high
3.40-4.19	Fairly Agree	High
2.60-3.39	Agree	Fairly high
1.80-2.59	Fairly Disagree	Low
1.00-1.79	Strongly Disagree	Very low

Table 3. Level of use of TikTok as an innovative teaching tool for Filipino and Communication subjects based on Effectiveness in Active Learning

Statement	Mean	SD	Puna
Acquired competencies are enhanced.	4.52	0.65	**Strongly Agree**
Independent learning skills are developed.	4.48	0.68	**Strongly Agree**
Responds promptly and constructively to assessments and evaluations.	4.50	0.61	**Strongly Agree**
Writing skills are developed through videos related to the lesson.	4.44	0.67	**Strongly Agree**
It is easier to analyze different texts towards research.	4.52	0.68	**Strongly Agree**
The knowledge gained from the lesson is better applied to the reality of life.	4.42	0.67	**Strongly Agree**
The integration of technology and lessons is developed towards faster understanding of the subject.	4.60	0.67	**Strongly Agree**
Generates meaningful reflection or reflection about the lesson after watching the video.	4.54	0.65	**Strongly Agree**
Experimental and practical training related to the lesson is cultivated.	4.54	0.61	**Strongly Agree**
Bringing an opportunity to further develop the ability to share acquired knowledge with fellow students.	4.58	0.57	**Strongly Agree**
Overall Mean: *4.51* Standard Deviation: *0.644* Literal explanation: *Very high*			

Signs:

Table 4. Performance level of students in the subject of Filipino and Communication based on the Pre-test

Scores	Component	Percentage	Literal Description
29 - 30	0	0.00	**Best**
26 - 28	1	2.00	**More Efficient**
20 - 25	19	38.00	**Excellent**
17 - 19	17	34.00	**Moderately Good**
5 - 16	13	26.00	**Poor**
2 - 4	0	0.00	**Not Very Good**
0 - 1	0	0.00	**Non-Excellent**
Total	**50**	**100**	
Weighted Mean	*19.18*		**Moderately Good**
Lowest Score	*11*		
Highest Score	*26*		
Standard Deviation	*3.921*		

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Metric	Literal Explanation
96% - 100%	Best
86% - 95%	More Efficient
66% - 85%	Excellent
55% - 65%	Moderately Good
15% - 54%	Poor
5% - 14%	Not Very Good
0 - 4%	Non-Excellent

Table 5. Level of Performance of the students in Filipino and Communication subjects based on the Post-Test

Scores	Component	Percentage	Literal Description
29 - 30	1	2.00	**Best**
26 - 28	11	22.00	**More Efficient**
20 - 25	28	56.00	**Excellent**
17 - 19	7	14.00	**Moderately Good**
5 - 16	3	6.00	**Poor**
2 - 4	0	0.00	**Not Very Good**
0 - 1	0	0.00	**Non-Excellent**
Total	**50**	**100**	
Weighted Mean	*22.58*		**Best**
Lowest Score	*12*		
Highest Score	*29*		
Standard Deviation	*3.581*		

Signs:

Metric	Literal Explanation
96% - 100%	Best
86% - 95%	More Efficient
66% - 85%	Excellent
55% - 65%	Moderately Good
15% - 54%	Poor
5% - 14%	Not Very Good
0 - 4%	Non-Excellent

Table 6. Significant difference in Students' Performance Level based on the Pre- and Post-tests

Test	Mean	Computed t-value	Critical t-value	p-value	Analysis
Pre-test	19.18	4.5947	1.6609	0.0000	**Significant**
Post-test	22.58				

Table 7. Significant relationship of the use of TikTok as a supplementary material in teaching Filipino and Communication subjects with Students' Performance

Strategy in Teaching	Relation	r-value	Evidence of Relationship	Analysis
Cognitive		0.1957	Very Low Correlation	**Significant**
Affective	Performance	0.2531	Low Correlation	**Significant**
Active Learning		0.1557	Very Low Correlation	**Significant**

Signs:

Metric	Evidence of Relationship
±0.00	No Correlation, No Relationship
±0.01 − ±0.20	Very Low Correlation, Virtually No Correlation
±0.21 − ±0.40	Low Correlation, Certain but Superficial Relationship
±0.41 − ±0.70	Moderate Correlation, Relationship Significant
±0.71 − ±0.90	High Correlation, Critical Relationship
±0.91 − ±0.99	Very High Correlation, Believable Relationship
±1.00	Highly Correlated, Fully Correlated

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