

Educators' Perceptions of Tiktok as a Music Instructional Materials

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Abstract. TikTok's popularity has grown over the last two years, eliciting both excellent and adverse reactions. While it may appear intimidating to enter such a crowded field of lip-syncers, dancers, gymnasts, comedians, and others, there is absolutely room for everyone in this content-rich atmosphere (Brach, 2020). This research explores the perspectives of Indonesian music educators on TikTok, from informal knowledge to active use in music education. Participants are involved in this qualitative research and secondary material from the internet, such as news articles, documents, and the YouTube platform. The questionnaire was completed by 28 educators, including music teachers, instructors, and lecturers. Searches for digital data were also conducted through 13 Indonesian creator accounts with thousands of followers, particularly those involving conceptions and consistency. The study's findings indicate that the usage of TikTok for music learning media has not been determined and that during remote learning due to the COVID-19 crisis, educators continue to rely on the *Zoom Meeting* and *Whatsapp* applications. Because it is limited in time, educators have not observed the effectiveness and efficiency of this program. Educators that use TikTok do this solely for entertainment and to learn from their influencers. The explicit objective of using TikTok for music instruction has not yet progressed to the next level, and discussions concerning TPACK are continuing.

Key words: tiktok; music learning; music educators; tpack.

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INTRODUCTION

Douyin, the first application owned by ByteDance, was responsible for the emergence of TikTok, which began to be developed in 2018 (Mackenzie & Nichols, 2020, p. 288). Surprising data provided by its owner indicates that TikTok has 150 million daily active users. The application has been downloaded more than one billion times. TikTok usage will continue to rise in 2020 due to appealing features such as the ability to create and browse short videos quickly. Recently, there has been much funny content scattered in the TikTok world, which is also the main attraction of this application. Many Douyin users switch to TikTok because they have heard that TikTok has better video quality and the recommendation algorithm is more relevant (Lu, Lu, & Liu, 2020). People are increasingly pampered and shaped with new social media habits. TikTok's emergence implies future applications focused on fashion, information, and practice (Lu & Lu, 2019).

TikTok is growing increasingly popular during the pandemic. This condition is driven by various things, including leisure moments while working from home (a.k.a WFH). Work and learning activities such as *Zoom meetings* are becoming increasingly tedious. Likewise, the use of social media as an alternative communication

medium for the community is encouraged. The TikTok app was a source of entertainment during the COVID-19 crisis as well, but it does not conceal the unpleasant things that happen to it. TikTok should be regarded as a recreational activity rather than a way of life (Utami, 2021). Mardigu's statement verifies the argument that TikTok generates market interest; the worst part is that humans are guided based on the platform's demands (Bossman Mardigu, 2020). Misinformation and disinformation appear to be extremely real, such as vaccines, which have become twisted (Basch, Meleo-Erwin, Fera, Jaime, & Basch, 2021). According to the study's findings, the user experience in terms of social presence, immersion, and credibility perception can strongly impact users' intention to continue using short video apps to acquire health information (Song, Zhao, Yao, Ba, & Zhu, 2021). Furthermore, the diverse affordances supplied by the short video apps were positively associated with the user experience.

TikTok is gaining popularity because it is promoted by celebrities who post videos on other platforms such as Twitter and Instagram (Pertiwi, 2020). New experiences motivate TikTok users to demonstrate their presence, and narcissism triggers liking, commenting, forwarding, and following accounts that fit them (Meng & Leung, 2021). The term "influencer" became

synonymous with TikTok. The novice TikTok users can discover how they work and how people became famous by learning how they work (Brach, 2020). Surprisingly, recent studies have shown that women are the main subject of *escapist addiction*. Due to user time trends, TikTok has the potential to displace other apps. (Scherr & Wang, 2021); users are preoccupied with being famous through the content they create.

The widespread use of this app encourages the affective public to promote distorted global issues. Non-expert users interfering in public debates disrupt discussions between scientists and journalists (Hautea, Parks, Takahashi, & Zeng, 2021). Eventually, information originating from application users cannot be scientifically verified for various reasons, one of which is a high level of bias.

During the COVID-19 crisis, TikTok is also used for good, such as hand washing to prevent the virus from spreading (Hasiholan, Pratami, & Wahid, 2020). This short application for video sharing has been a significant breakthrough for educational purposes. TikTok can improve students' motivation, provide an engaging environment for learning, promote creativity, skill, and curiosity. TikTok is proper for use in expressive classes as far as studies are concerned (Escamilla-Fajardo, Alguacil, & López-Carril, 2021). TikTok has a motivating and sharing element for everyone, which is a pedagogical idea that emphasizes student familiarity with the application.

Although TikTok has sparked much criticism, the app continues to grow in popularity. As a

result, the research focuses on the scope of music education. This study will investigate TikTok from the perspective of music educators and the amount of their literacy regarding applications and integration for music learning. To the best of our knowledge, no studies on TikTok in the context of music education have been completed in Indonesia, specifically on music educators' understanding of incorporating technology in learning.

METHOD

This study employs various ways to collect data on music teachers' opinions of the TikTok application, active users, and how they utilize the platform. The primary research instruments in this study were questionnaires and digital investigations on the internet. Questionnaires were distributed to 28 Music scholars who labor as school teachers, music instructors, and lecturers are among the informants. All social media users are engaged and technologically savvy. More information was obtained by looking for documents on the internet. Data sources include YouTube video recordings, TikTok accounts, and news websites.

TikTok user activity was analyzed to determine people's interactions and preferences, particularly those related to music education content. Music content developers share short instructions on playing a musical instrument and reflecting a specific repertoire.

RESULTS AND DISCUSSION

Digital Ethnography

Table 1. Music education content from TikTok users in Indonesia

Profil	Followers	Likes	Content
@indra.aziz	4.316.000	3.500.000	Vokal Lesson
@drumnsong	1.136.000	1.100.000	Drum cover, rudiments
@winnieoscarpiano	16.400	54.800	Piano Lesson
@teoakustikgitar	2.702	139.000	Guitar Lesson
@nandochannel	1.352	6.033	Musical Instrument
@christofertjandra	610	3.091	Guitar Cover, Guitar Lesson
@tamadinata1	142	700	Guitar Lesson (Chord & Melodies)
@cynthialim18	79	850	Vocal and Piano Cover, Piano Lesson, Music Theory
@andryantosudiah	50	201	Piano Cover, Music Theory
@ruang.musisi	43	406	Cover Song, Music Theory
@hansenmuaja	32	55	Piano Lesson, Music Theory
@yocul26	11	38	Bass Cover, Bass Lesson
@hannanindita	10	139	Piano Cover, Piano Lesson, Music Theory

*data collected on June 10-11, 2021

When making videos, the search for TikTok creator accounts considers consistency. Many creators post music content to supplement rather than showcase the music. The concept is also crucial because it demonstrates the creator's commitment to providing content in specified categories. The music education content was not appealing to most TikTok users. By combining these two approaches, the number of viewers could be significantly increased. 13 profile samples that satisfy the criteria have been identified using consistency parameters and concepts for all Indonesian content creators. According to table 1, vocal training content (@indra.aziz) has the most "followers" and "likes." Indra is a vocal coach who has been posting lesson videos on TikTok and YouTube for a while. Aside from Indra's outstanding reputation, the material offered is simple to grasp and well-organized. Indra also has a breezy communication style that suits the characteristics of today's young people well.

Natalia Teja's account with the creator name "@drumnsong" has a large number of

followers. She makes more cover videos (minus one) just to stay alive. The repertoire selection is sufficient to consider by selecting popular songs. The amount of music instruction videos is lower than the number of drum covers. Indra outperformed Natalia in terms of concept and consistency, even though this material is still popular among TikTok makers in the music area. Winnie Oscar's (@winnieorcaspiano) account received 54,800 "likes" from all of the innovative and consistent videos. Winnie also performs in videos with intermediate classical piano skills rather than video tutorials. Because it is fragmented, this type of carefully constructed video does not garner much attention. According to Shutsko's research, music can not compete with "comedy." TikTok users, it turns out, are more interested in fun than in instructive and insightful information.

Questionnaire

Table 2. Basic questions of knowledge about TikTok

Point in Questions	Response mostly	%
Music Competence	Music Theory and Instrument	89.3
Education	Master	71.4
Knowledge about TikTok	They heard about TikTok	100
Where do they acquire their TikTok information?	Social media and other platforms	85.7
TikTok User	They don't use TikTok	82.1
TikTok can be used in learning and teaching music	They think TikTok can be used in learning and teaching music	89.3
They know their students use TikTok	They do not know	50



Figure 1. Indra Aziz, a vocal teacher who uses TikTok as a medium for teaching

Indra Aziz is a vocal trainer who regularly makes material for multiple platforms, most recently YouTube and Instagram. Indra has a loyal fan base of vocalists ranging from amateurs to professionals. The qualities of a successful TikTok account used for music learning (see: figure 2) always have a coherent concept. Despite its brief duration, the material supplied is logical and well organized, adapting to the phases of learning music. Hundreds of thousands of people watch Indra's videos on average. The easygoing and friendly communication style of Indra's videos is the key attraction. Materials or suggestions that correspond to actual reality, such as adjusting pitch, controlling breathing, selecting songs that complement the vocal character, singing failure, karaoke tips, and so on.

Table 3. Responses of participants to TikTok as a learning and teaching tools

Participants	Responses
1	Make music instruction materials that are brief and to the point
2	Used positively with educational values
3	Simplifies difficult music through attractive, concise, and suitable videos
4	Used to apply either theory or practice of music course
5	As a new medium for learning music, consider piano techniques with varied expressions.
6	This application can be used to submit assignments, promote events, and provide students with information on music material.
7	As a supplement to learning materials through short videos
8	Make a short tutorial on playing musical instruments and theory
9	Creating up-to-date music material
10	Make short and engaging music learning videos
11	I'm not a TikTok user
12	I saw a friend creating music learning content, which includes song tutorials for the piano.
13	As a music learning model using the application
14	Make a short tutorial video playing piano and chords
15	I'm not using TikTok. I do not think it can be used
16	Introducing vocal register, rhythm, and so on
17	I do not think it (TikTok) can be used
18	Make music theory tutorials and how to choose a musical instrument
19	Make a short video on how to practice learning music
20	TikTok can be utilized as an option to provide teachers and peers with material
21	Making videos demonstrating instruments and music theory in order to persuade people to watch my videos
22	Share music knowledge in an engaging way
23	Making videos with selected material is fundamental and essential for music learners to know
24	Deliver materials that are regularly utilized as assignments quickly.
25	I do not think TikTok is good for music learning
26	TikTok helps offer music study materials and videos for assignment delivery
27	TikTok is helpful for music learning, amusement, and refreshment.
28	Looking for creative music teaching and teaching materials (for lecturers)



Figure 2. A good TikTok account for music learning has concept and consistency

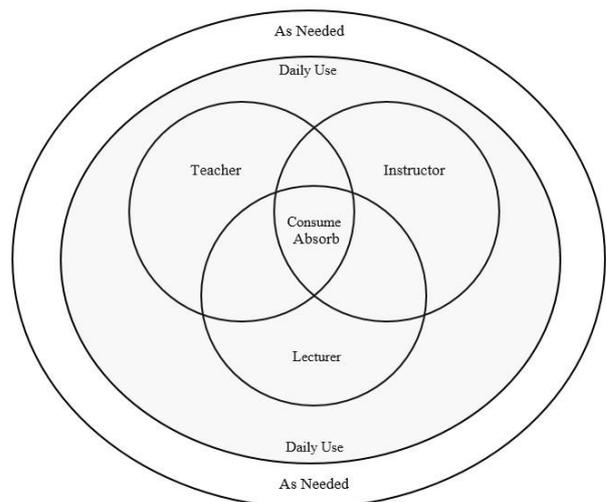


Figure 3. TikTok utilization by music teachers, instructors, and lectures

According to the data of interviews, TikTok is still primarily used for amusement purposes in Indonesia. User requirements are related to personal content consumption. There has been no considerable application in music education. Musical content, such as tutorials, serves as a means of sustaining and disseminating personal musical expertise. TikTok is rarely used by teachers, instructors, or lecturers. Only active users (a limited number) have daily requirements, whereas the remainder is met on an as-needed basis. This study reveals that TikTok, particularly in Indonesia, has not been viewed as an alternative platform for teaching music. Vocal coaches who consume music content, such as Indra Aziz's video, regard themselves as constrained to absorbing bits and pieces of what is already available. They employ bits of content to supplement their study of music, rhetoric, practice, and theory. The information available can be used as instructional material, and the rest can be used to expand their musical expertise.

The emergence of digital communication facilities, the quality of music and video programming, and the propagation of music education resources on various platforms encourage improving the quality of informal music education (Gall, 2017). According to this notion, digital awareness and the use of apps like TikTok should rise. TikTok, as Bauer (2013, 2014) intends in his paper, should be an example of Technological Pedagogical and Content Knowledge (TPACK) implementation. As Mroziak & Bowman (2016) explained, a persistent issue in music education is the lack of technology integration into classroom instruction. According to TPACK, the fundamental issue is a lack of understanding and integrating technology authentically. There has been no presentation of technology integration in music education by teachers, instructors, or lectures, yet this topic must be highlighted as an urgent priority in further study. Music educators not only know about it, but also become accustomed to it and begin incorporating applications as part of today's curriculum.

CONCLUSION

The substance of music learning will not only be developed to learn musical instruments and all types of techniques. Music education can take general music knowledge, recommendations, learning hacks, and other popular topics. In addition, pupils are interested in watching videos with excellent visualization and communication

skills. Ira Mirawati, a lecturer at Padjadjaran University, has shown that TikTok could be used as a learning tool. Ira uses the millennial generation's proximity to social media to penetrate the field of cognition, of course, in a modern style. Music teachers can utilize this strategy to take their students' education to the next level. As a result, learning music is no longer monotonous and has always been linked to mastery of musical instruments. Music education can be discovered in a broader context through a variety of diverse and sophisticated sources. Music teachers should learn how to incorporate their music education ideas into 60-second TikTok videos.

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