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Analysis of the Influence of Tiktok on the Motivation and Interest in Learning Dance of Grade X Students in Senior High School in Bogor District

Rendi Wahyudi[1], Agus Budiman[2],

Dance Arts Education, Faculty of Art and Design Education, Indonesian University of Education

Correspondence: E-mail: rendiwhyyyy@gmail.com,agusbudiman@upi.edu

ABSTRACT

The development of information technology in the 21st century, especially through the use of mobile phones in education, has had a significant impact. One of the prominent innovations is the use of social media as a tool for communication and self-expression for students. This study aims to determine how the use of TikTok social media can affect students' motivation and interest in learning dance in class X at SMA Bogor Regency. The research method uses a survey with a quantitative approach. The population consisted of 986 class X students from three high schools, namely *SMAN 1 Taman sari, SMAN 1 Ciomas*, and *SMAN 1 Dramaga.* The respondent sample was taken based on simple random sampling calculations to represent the population studied. Primary data collection techniques used interviews and questionnaires, while secondary data were obtained through documentation and literature studies. Data analysis includes normality tests, linearity tests, Pearson Product Moment correlation analysis, regression, and coefficient of determination. The results of the study showed a significant relationship between the use of TikTok social media and students' motivation and interest in learning (sig. 0.048 <0.05 for learning motivation and sig. 0.044 <0.05 for learning interest). Regression analysis shows that every 1% increase in the use of TikTok social media increases learning motivation by 1.011 and learning interest by 1.158. The coefficient of determination shows that TikTok social media has an influence of 3.9% on learning motivation and 4.1% on students' learning interest.

ARTICLE INFO

1. INTRODUCTION

Learning in the 21st century has experienced rapid development, especially in the field of information technology (Badaruddin 2023; Mishra and Koehler 2006). Many advanced technologies are now used in the learning process in schools, one of which is mobile phones (Ummah 2019; Armelia Yuniani, Dwi Irma Ardianti, and Wal Asri Rahmadani 2019). Based on data from Kompas.com, mobile phone usage in Indonesia has reached 354 million devices, according to a Google survey in the report "Think Tech, Rise of Foldables: The Next Big Thing in Smartphone". This figure exceeds the total population of Indonesia which reached 278.69 million people in mid-2023, according to the Central Statistics Agency (BPS). This can be concluded that it is possible that one person has more than one mobile phone.

Figure 1. Social Media Usage in Indonesia in 2023
(*Datareportal.com*)

Based on data sourced from Datareportal.com (Kemp, 2023), in January 2023 the number of active social media users in Indonesia reached 167 million people, or around 60.4% of the total population of 276.4 million people in Indonesia. This data also shows that of the total active social media users, 46.8% are women and 53.2% are men. Active social media users in Indonesia spend an average of 3 hours and 18 minutes per day. Van Dijk in (Nasrullah, 2020) states that social media is a media platform that focuses on the existence of users and facilitates them to be active and collaborate. The development of social media has brought many innovations to the world of education(Erni Haera Nisa, Ayo Sunaryo 2023; Hidayat, Nugraha, and Firmansyah 2021). Social media is now considered an important facility to help students in learning at school, with various positive impacts such as increasing knowledge, ease of communication, expanding friendship networks, and as entertainment media. Some examples of social media that are very popular among students include Facebook, Twitter, WhatsApp, Instagram, TikTok, and so on research. In this, researchers will focus on one specific social media platform, namely TikTok. TikTok is an audio-video-based social media that is now widely respected by Generation Z. (Ramdani, NS, Nugraha, H., & Hadiapurwa, 2021). Currently, the popularity of TikTok social media among high school students has attracted the attention of researchers to explore its use in dance learning. TikTok has a significant impact

on high school students' education by entertaining and encouraging students' exploration of creativity. However, its use is often misused by various groups, from children to parents, due to a lack of technological literacy. The negative impacts include sexual harassment, lack of social interaction with the surrounding environment, wasting time and so on (Nurhidayati, A., Komalasari, H., & Supriyatna, 2023). Therefore, the use of TikTok social media in learning needs to be adjusted and updated regularly so that its benefits can be optimized for students.

Several previous studies have shown that the use of social media in education can increase students' motivation and interest in learning. The first study, a journal with the research title The Influence of Social Networks on the Learning Motivation of Junior High School Students (SMP) in West Banjarmasin District, by Aida Rismana, Ellyn Normelani, and Sidharta Adyatma in 2016. The results of the study showed that there was a significant negative influence and a strong relationship between the use of social networks on the learning motivation of grade IX junior high school students in West Banjarmasin District. The second study, a journal with the research title the influence of TikTok social media on the learning interests of students at MA Miftahul Ishlah Tembelok, by Akhmad Asyari and Mirannisa Mirannisa in 2022. (Erni Haera Nisa, Ayo Sunaryo, 2023) The results of the study showed that there was a positive and significant influence between TikTok social media on students' learning interests. The influence of TikTok social media on students' learning interests was 34.0%.

Social media can be used as a medium for learning, both in the classroom and outside the classroom. Learning media is a tool used in the educational process to convey information and learning materials to students. According to Sardiman in (Prayoga, R., & Sunaryo, 2024) argues that learning media is defined as anything that can be used to send messages from the sender to the recipient. Some factors that support learning are motivation and interest in learning. Motivation and interest in learning have a significant impact on the success of teaching and learning. According to Frederick J Mc Donald in (Octavia, 2020) argues that learning motivation is a change in energy within a person which is marked by the emergence of feelings and reactions to achieve goals. Strong motivation in students can produce enough energy to be actively involved in learning activities. Meanwhile, according to Crow and Crow in (Djaali, 2007) In his book Educational Psychology, he says that students' interest in learning is related to the style of movement that drives a person to face or deal with people, activities, objects and experiences that are stimulated by the activity itself (Yuliawan Kasmahidayat et al., 2024).

Based on the pre-research that has been done, learning dance in high school is often considered boring and difficult by some students. This challenge is further complicated by the view that dancing is more suitable for women, thus reducing the motivation and interest of male students in learning dance. Therefore, innovation is needed in learning methods to increase students' motivation and interest in learning. According to Margaret in (Mariyah, Y., Budiman, A., Rohayani, H., & Audina, 2021) argues that dance learning should be directed in forming individual development as a whole related to the physical, emotional, intellectual and spiritual potential of students. As a prospective educator, knowledge of art is needed for high school students.

Through this research, it is expected to gain a deeper understanding of how TikTok social media can be used as an effective learning tool. The results of this study are also expected to provide recommendations for teachers and educators in designing more interesting and relevant teaching methods for today's students. Thus, learning dance arts will not only be more fun, but also easier for students to understand and apply.

2. METHODS

This study uses a survey method. Where the survey method is a method used to collect data from the natural environment (not artificial), although researchers carry out treatment in the data collection process, for example by distributing questionnaires, conducting tests, structured interviews and others (treatment is not like in experiments). Furthermore, the approach in this study uses a quantitative approach (Sugiyono, 2022; Fitri Kuriniati, 2023) Data from quantitative research are in the form of numbers which in the next process are analyzed using statistical calculations.

Participants in this study included the principal who gave permission for the research to be carried out, the art and culture teacher who was the resource person in explaining the dance learning process using TikTok social media, and the students who were used as research objects or sources of data collection. The locations of this study were at *SMAN 1 Tamansari, SMAN 1 Ciomas, and SMAN 1 Dramaga.* The respondents in this study consisted of students of class X-2 SMAN 1 Tamansari, students of class X-3 SMAN 1 Ciomas, and students of class X-2 SMAN Dramaga. Furthermore, the population in this study consisted of 986 students, which included 327 students from SMAN 1 Tamansari, 335 students from SMAN 1 Ciomas, and 324 students from SMAN 1 Dramaga.

Based on the problem to be studied, this study uses a probability sampling technique with a simple random sampling method. The instrument in this study uses a questionnaire to be filled out by the respondents. The research sample took classes randomly and obtained class X-2 at SMAN 1 Tamansari, class X-3 at SMAN 1 Ciomas, and class X-2 at SMAN 1 Dramaga as samples used in this study. The sample in this study was calculated using the Yamane formula because the population size was already known. Therefore, the Yamane formula in (Sugiyono, 2022) used are as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information:
n   =Number of samples required
N   =Population size
e   = Levelsampling error of 10%

If a formula calculation is to be carried out, the minimum number of samples obtained is:

$$n = \frac{986}{1 + Ne^2} = \frac{986}{1 + 986\,(0,1)^2} = \frac{986}{1 + 986(0,01)} = \frac{986}{1 + 9,86} = \frac{986}{10,86} = 90,8$$

Based on Yamane's formula, the number of samples in this study is obtained if the population is 986 and the sampling error is 10%, then the minimum sample or respondents needed are 91 students. This study will use 100 samples from three schools in Bogor Regency, these respondents will fill out the questionnaire which will later be distributed by the researcher.

In this study, data were collected through a questionnaire. The questionnaire was distributed to students as respondents to obtain data. The questionnaire in this study consisted of 3 types of questionnaires, namely the TikTok social media questionnaire, the

learning motivation questionnaire, and the learning interest questionnaire. Then the assessment scale in assessing the results of the questionnaire, the researcher used the Guttmann scale and the Likert scale in its measurement using the Guttmann scale. The Guttman scale will be used in the social media questionnaire, producing a firm answer, namely "Yes" or No". Answers with a score of 1 are given for "Yes" and a score of 0 for "No". The Likert scale will be used in the learning motivation and learning interest questionnaire. Each instrument item that uses the Likert scale has a range of answers from very positive to very negative which is expressed in words. Answers with a score of 5 are given for StronglyAgree (SS), a score of 4 is given for Agree (S), a score of 3 is given for Less Agree (KS), a score of 2 is given for Disagree (TS), a score of 1 is given for Strongly Disagree (STS).

The data analysis technique in this study uses classical assumption test techniques, normality test, linearity test, correlation test, regression test, determination coefficient test, and hypothesis test. In this study, data analysis testing was carried out with the help of IBM SPSS (Statistic Package for Social Science) software version 27 for Mac.

3. RESULTS AND DISCUSSION

3.1. Normality Test of TikTok Social Media Variable (X) against Learning Motivation Variable (Y)

One–Sample Kolmogorov–Smirnov Test			Unstandardized Residual
N			100
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		8.65848160
Most Extreme Differences	Absolute		.078
	Positive		.054
	Negative		−.078
Test Statistic			.078
Asymp. Sig. (2–tailed)[c]			.140
Monte Carlo Sig. (2–tailed)[d]	Sig.		.139
	99% Confidence Interval	Lower Bound	.130
		Upper Bound	.148

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 2. Normality Test Results Using the Kolomogrov-Smirnov Model

Based on the table above, the significance value in table 1 (Asymp. Sig. (2-tailed) is 0.140 > 0.05. From these results, it can be concluded that the distribution of the TikTok social media variable (X) and the learning motivation variable (Y) is normally distributed.

3.2 Normality Test of TikTok Social Media (X) on Learning Interest (Z)

One–Sample Kolmogorov–Smirnov Test			Unstandardized Residual
N			100
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		9.71580728
Most Extreme Differences	Absolute		.073
	Positive		.035
	Negative		−.073
Test Statistic			.073
Asymp. Sig. (2–tailed)[c]			.200[d]
Monte Carlo Sig. (2–tailed)[e]	Sig.		.209
	99% Confidence Interval	Lower Bound	.199
		Upper Bound	.219

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Figure 3. Normality Test Results Using the Kolomogrov-Smirnov Model

Based on the table above, the significance value in table 2 (Asymp. Sig. (2-tailed)) is 0.200 > 0.05. From these results, it can be concluded that the distribution of the TikTok social media variable (X) and the learning interest variable (Z) is normally distributed.TikTok Social Media Linearity Test on Learning Motivation

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Motivasi Belajar * Media Sosial TikTok	Between Groups	(Combined)	499.389	6	83.232	1.071	.386
		Linearity	303.749	1	303.749	3.909	.051
		Deviation from Linearity	195.640	5	39.128	.504	.773
	Within Groups		7226.321	93	77.702		
	Total		7725.710	99			

Figure 4. Results of the linearity test of the TikTok social media variable (X) and the learning motivation variable (Y)

Based on the results of the linearity test that has been carried out, the sig. Devination from linearity value is 0.773, which shows a significance greater than 0.05. This states that the TikTok social media variable (X) and the learning motivation variable (Y) have a linear relationship.

3.3 Linearity Test of TikTok Social Media (X) on Learning Interest (Z)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Minat Belajar * Media Sosial TikTok	Between Groups	(Combined)	473.316	6	78.886	.791	.579
		Linearity	398.466	1	398.466	3.997	.048
		Deviation from Linearity	74.850	5	14.970	.150	.980
	Within Groups		9270.444	93	99.682		
	Total		9743.760	99			

Figure 5. Linearity test results for TikTok social media variables (X) and learning interest variables (Z)

Based on the results of the linearity test that has been carried out, the sig. Devination from linearity value is 0.980, which shows a significance greater than 0.05. This states that the TikTok social media variable (X) and the learning interest variable (Z) have a linear relationship.

3.4 The Relationship between Learning Motivation of Class X Students at Senior High Schools in Bogor Regency and the Use of TikTok Social Media in Dance Arts Learning

To find out the relationship between learning motivation and TikTok social media, a correlation test was conducted. According to (Enterprise, 2018) explains that the correlation test is used to determine whether there is a relationship between two variables. This correlation test uses the Pearson Product Moment (PPM) test type with parametric statistics because in the previous normality test the data was normally distributed. In this study, the correlation test was carried out with the help of IBM SPSS (Statistic Package for Social Science) software version 27 for Mac.

Correlation testing is needed to find outwhether the relationship between two variables is significant or not. If there is a relationship (correlation), how strong the relationship is will be measured. The closeness of the relationship can be measured using the correlation coefficient. To determine the existence of a relationship between two variables, the following

conditions apply:
- If sig. < 0.05 then it is rejected and accepted, meaning there is a relationship (correlation) between the two variables. $H_o H_a$
- If sig. > 0.05 then it is accepted and rejected, meaning there is no relationship (correlation) between the two variables. $H_o H_a$

The correlation coefficient has a value range between -1 or +1. This means:
- Positive correlation (+): if variable X increases, variable Y will also increase, and vice versa.
- Negative correlation (-): if variable X decreases, variable Y will increase, and vice versa.

The closeness of the correlation can be grouped as follows:

Table 1. Classification of Correlation Values

Nilai Pearson Correlation (r)	Tingkat Korelasi
0,00 – 0,20	Korelasi Sangat Lemah
0,21 – 0,40	Korelasi Lemah
0,41 – 0,70	Korelasi Kuat
0,71 – 0,90	Korelasi Sangat Kuat
0,91 – 0,99	Korelasi Kuat Sekali
1	Korelasi Sempurna

The results of the correlation test calculations in this study to determine the relationship between learning motivation and the use of TikTok social media will be explained as follows:

Correlations

		Media Sosial TikTok	Motivasi Belajar
Media Sosial TikTok	Pearson Correlation	1	.198[*]
	Sig. (2–tailed)		.048
	N	100	100
Motivasi Belajar	Pearson Correlation	.198[*]	1
	Sig. (2–tailed)	.048	
	N	100	100

*. Correlation is significant at the 0.05 level (2–tailed).

Figure 6. Results of Correlation Test Between TikTok Social Media Variable (X) and Learning Motivation Variable (Y)

Based on the data in table 6, the sig. value is 0.048 which is smaller than the set significance level of 0.05. The results of this correlation test indicate that the two variables have a significant correlation or are interrelated between variables. To find out how strong the level of relationship is between the variables, you can refer to table 5 which classifies the correlation value. Based on the output from SPSS, the Pearson Correlation (r) value is 0.198 which is in the range of 0.00 - 0.20. This can be interpreted that the relationship between the TikTok social media variable (X) and the learning motivation variable (Y) is very weak. This value also shows a positive relationship between the TikTok social media variable (X) and the

learning motivation variable (Y), because the Pearson Correlation is positive.

Thus, the higher the use of TikTok social media, the higher the motivation of class X students to learn dance arts at SMA Kabupaten Bogor.The Relationship between Learning Interest of Grade X Students at Senior High Schools in Bogor Regency and the Use of TikTok Social Media in Dance Arts Learning

Correlation testing is needed to determine whether the relationship between two variables is significant or not. If there is a relationship (correlation), it will be measured how strong the relationship is. The closeness of the relationship can be measured using the correlation coefficient.

The terms and conditions for correlation testing are the same as the previous discussion, the results are as follows:

Correlations

		Media Sosial TikTok	Minat Belajar
Media Sosial TikTok	Pearson Correlation	1	.202[*]
	Sig. (2–tailed)		.044
	N	100	100
Minat Belajar	Pearson Correlation	.202[*]	1
	Sig. (2–tailed)	.044	
	N	100	100
*. Correlation is significant at the 0.05 level (2–tailed).			

Figure 7. Results of Correlation Test Between TikTok Social Media Variable (X) and Learning Interest Variable (Z)

Based on the data in table 7, the sig. value is 0.044 which is smaller than the set significance level of 0.05. The results of this correlation test indicate that the two variables have a significant correlation or are interrelated between variables. To find out how strong the level of relationship is between variables, you can refer to table 6 which classifies the correlation value. Based on the output from SPSS, the Pearson Correlation (r) value is 0.202 which is in the range of 0.21 - 0.40.

This can be interpreted that the relationship between the TikTok social media variable (X) and the learning interest variable (Z) is weak. This value also shows a positive relationship between the TikTok social media variable (X) and the learning interest variable (Z), because the Pearson Correlation is positive. Thus, the higher the use of TikTok social media, the higher the learning interest of class X students in dance learning at SMA Kabupaten Bogor.

3.5 The Influence of TikTok Social Media on the Learning Motivation of Grade X Students at Bogor Regency High Schools in Dance Arts Learning

This study uses the T-test, which aims to determine the effect of the independent variable (free) alone (partially) on the dependent variable (bound). This hypothesis testing was carried out with the help of IBM SPSS (Statistic Package for Social Science) software version 27 for Mac. The level of significance used is 5% or 0.05. The basis for making decisions on hypothesis testing is as follows:

- If sig < 0.05 then it is rejected and accepted. Shows that there is an influence between the independent variables on the dependent variable.$H_o H_a$

- If sig > 0.05 then accepted and rejected. Shows that there is no influence between the independent variables on the dependent variable.H_o H_a

The results of the hypothesis test calculations in this study, to determine whether there is an influence of TikTok social media on learning motivation, will be explained as follows:

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	47.749	2.419		19.735	.000
	Media Sosial TikTok	1.011	.505	.198	2.003	.048
a. Dependent Variable: Motivasi Belajar						

Figure 8. Hypothesis Test Results (T-Test) of TikTok Social Media Variable (X) on Learning Motivation (Y)

Based on the data in table 8, the sig. value is 0.048 < 0.05. From these results it can be concluded thatH_o rejected andH_a accepted, meaning that there is an influence between the TikTok social media variable (X) and the learning motivation variable (Y).

This study, regression testing was conducted using a simple linear regression method, because this study will test one dependent variable against one independent variable. Regression testing was conducted with the help of IBM SPSS (Statistic Package for Social Science) software version 27 for Mac. The results were compared with a significance value of 0.05 with the following decision rule:
- If sig < 0.05 it means that the independent variable has an effect on the dependent variable.
- If sig > 0.05 it means that the independent variable has no effect on the dependent variable.

A simple regression test is performed using the equation:

$$Y = a + bX$$

Information:
Y   :Dependent variable
a   :Regression constant
bX   : Markdecrease or increase in independent variables

The results of the regression test calculations in this study, to determine how TikTok social media influences learning motivation, will be explained as follows:

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	47.749	2.419		19.735	.000
	Media Sosial TikTok	1.011	.505	.198	2.003	.048
a. Dependent Variable: Motivasi Belajar						

Figure 9. Results of Regression Test of TikTok Social Media Variable (X) with Learning Motivation Variable (Y)

Based on the data in table 9, the constant result (a) is 47.749, while the regression coefficient (b) from TikTok social media is 1.011, so the regression equation can be written:

Y = a + bX

Y = 47.749 + 1.011 (X)

These results show that the regression coefficient for variable X is 1.011, which means that every 1% increase in the use of TikTok social media will increase the learning motivation of class X students by 1.011. This regression coefficient is positive (+), indicating that TikTok social media (X) has a positive influence on learning motivation (Y). In addition, the significance value (Sig.) obtained from the table is 0.048 <0.05. This shows that the use of TikTok social media (X) has a significant positive influence on the learning motivation (Y) of class X students in learning dance at SMA Kabupaten Bogor.

The results of this regression test can also be described by a simple linear regression test curve as follows:
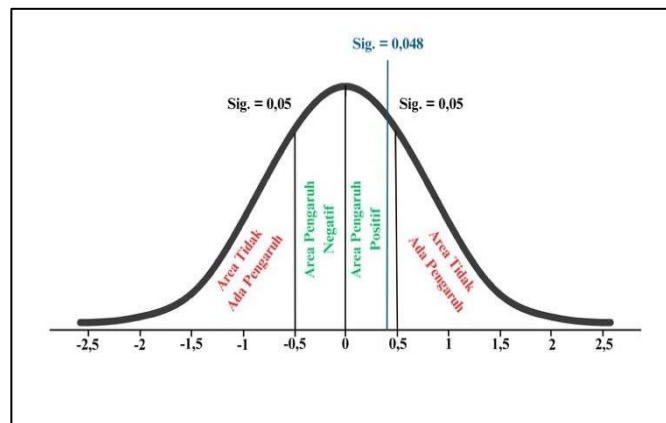

Figure 10. Simple Linear Regression Test Curve of TikTok Social Media Usage on Learning Motivation

Based on Figure 2, the sig. value is 0.048 > 0.05 and the position of the sig. value is 0.048 in the positive influence area. Thus, it can be concluded that there is a positive influence of the use of TikTok social media (X) on learning motivation (Y) in dance learning at SMA Kabupaten Bogor.

Furthermore, to find out how much influence TikTok social media has on learning motivation, a determination coefficient test was conducted. According to (Sugiyono, 2022) argues that the coefficient of determination test is used to determine how much influence there is between the two variables studied. This coefficient of determination test is carried out with the help of IBM SPSS (Statistic Package for Social Science) software version 27 for Mac. To find out how much influence the independent variable has on the dependent variable, the value

(R Square) multiplied by 100%. The coefficient of determination is expressed as a percentage.

The results of the calculation of the coefficient of determination test in this study, which aims to determine how much influence TikTok social media has on learning motivation, will be explained as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198ª	.039	.030	8.703
a. Predictors: (Constant), Media Sosial TikTok				

Figure 11. Results of the Test of the Determination Coefficient of the TikTok Social Media Variable (X) Against the Learning Motivation Variable (Y)

Based on the data in table 10, the coefficient of determination (R Square) value is 0.039. To get the percentage of contribution of variable X to variable Y, the coefficient of determination value is multiplied by 100%, then the percentage of the coefficient of determination value is 3.9%. So it can be concluded that TikTok social media has an effect on student learning motivation in dance learning by 3.9% and the remaining 96.1% is influenced by other variables outside this study.

Overall, the results of the test produced a simple relationship model which is depicted in the form of a path diagram as follows:
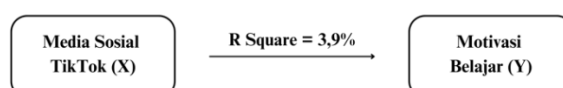

Figure 12. Simple Paradigm of TikTok Social Media Usage on Learning Motivation

From the picture, it can be explained that TikTok social media affects learning motivation by 3.9%. These results have previously been tested through hypothesis testing and regression testing using the T test with the help of IBM SPSS software version 27. The level of significance used is 5% or 0.05, and the test results show a sig. value of 0.048, which means there is a significant influence between the use of TikTok and student learning motivation.

3.6 The Influence of TikTok Social Media on the Learning Interest of Class X Students at Bogor Regency High Schools in Dance Arts Learning

To find out whether or not there is an influence of TikTok social media on learning interest, a hypothesis test was conducted.

This study uses the T-test, which aims to determine the effect of the independent variable (free) alone (partially) on the dependent variable (bound). This hypothesis testing was carried out with the help of IBM SPSS (Statistic Package for Social Science) software version 27 for Mac. The level of significance used is 5% or 0.05. The basis for making decisions on hypothesis testing is as follows:

- If sig < 0.05 then it is rejected and accepted. Shows that there is an influence between the independent variables on the dependent variable. $H_o H_a$
- If sig > 0.05 then accepted and rejected. Shows that there is no influence between the independent variables on the dependent variable. $H_o H_a$

The results of the hypothesis test calculations in this study, to determine whether there is an influence of TikTok social media on learning interest, will be explained as follows:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	48.142	2.715		17.732	.000
	Media Sosial TikTok	1.158	.567	.202	2.044	.044
a. Dependent Variable: Minat Belajar						

Figure 13. Hypothesis Test Results (T-Test) of TikTok Social Media Variable (X) on Learning Interest (Z)

Based on the data in table 11, the sig. value is 0.044 < 0.05. From these results it can be concluded that H_o rejected and H_a accepted, meaning that there is an influence between the TikTok social media variable (X) and the learning interest variable (Z).

Furthermore, to find out how TikTok social media influences learning interest, a regression test was conducted. For the terms and conditions of the regression test using the same formula as in the previous discussion. The results of the regression test calculation in this study, to find out how TikTok social media influences learning interest will be explained as follows:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	48.142	2.715		17.732	.000
	Media Sosial TikTok	1.158	.567	.202	2.044	.044
a. Dependent Variable: Minat Belajar						

Figure 14. Results of Regression Test of TikTok Social Media Variable (X) with Learning Interest Variable (Z)

Based on the data in table 12, the constant result (a) is 48.142, while the regression coefficient (b) from TikTok social media is 1.158, so the regression equation can be written:
Y = a + bX
Y = 48.142 + 1.158 (X)

These results show that the regression coefficient for variable X is 1.158, which means that every 1% increase in the use of TikTok social media will increase the learning interest of class X students by 1.158. This regression coefficient is positive (+), indicating that TikTok social media (X) has a positive influence on learning interest (Z). In addition, the significance value (Sig.) obtained from the table is 0.044 <0.05. This shows that the use of TikTok social media (X) has a significant positive influence on the learning interest (Z) of class X students in dance learning at *SMA Kabupaten Bogor*.

The results of this regression test can also be described by a simple linear regression test curve as follows:
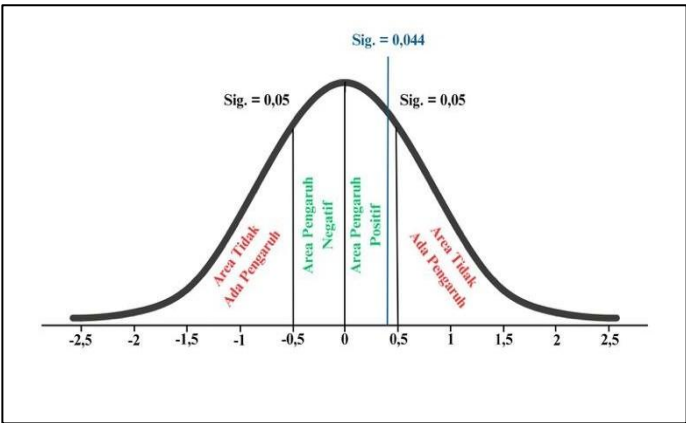
Figure 15. Simple Linear Regression Test Curve of TikTok Social Media Usage on Learning Interest

Based on Figure 4, the sig. value is 0.044 > 0.05 and the position of the sig. value is 0.044 in the positive influence area. Thus, it can be concluded that there is a positive influence of the use of TikTok social media (X) on learning interest (Z) in dance learning at *SMA Kabupaten Bogor.*

Furthermore, to find out how much influence TikTok social media has on learning interest, a determination coefficient test was conducted. For the terms and conditions of the determination test, the same formula was used in the previous discussion. The results of the determination coefficient test calculation in this study, which aims to find out how much influence TikTok social media has on learning interest, will be explained as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202[a]	.041	.031	9.765

a. Predictors: (Constant), Media Sosial TikTok

Figure 16. Results of the Test of the Determination Coefficient of the TikTok Social Media Variable (X) Against the Learning Interest Variable (Z)

Based on the data in table 13, the coefficient of determination (R Square) value is 0.041. To get the percentage contribution of variable X to variable Z, the coefficient of determination value is multiplied by 100%, so the percentage of the coefficient of determination value is 4.1%. So it can be concluded that TikTok social media has an effect on students' interest in learning dance by 4.1% and the remaining 95.9% is influenced by other variables outside this study.

Overall, the results of the test produced a simple relationship model which is depicted in the form of a path diagram as follows:
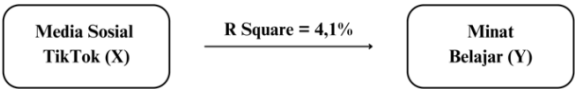

Figure 17. Simple Paradigm of TikTok Social Media Usage on Learning Interest

Based on the results of the correlation test, a significance value of 0.048 was found, which is smaller than the significance level of 0.05, indicating a significant relationship between the

two variables studied. The results of the analysis showed a Pearson Correlation value of 0.198 which is included in the very weak but positive category, indicating that the higher the use of TikTok social media, the higher the learning motivation of class X students in learning dance arts at *SMA Kabupaten Bogor.* This test is in line with the theory (Octavia, 2020) which explains that one of the factors influencing learning motivation is external factors, including the school environment. The quality of teaching, learning methods, the suitability of the curriculum to students' needs, and school facilities are important factors that influence the student learning process. By utilizing learning methods or media that are in accordance with the times and attract students' interest such as TikTok social media, it can increase their learning motivation in learning dance. Learning motivation is basically an internal and external drive for students who are learning to make behavioral changes, generally with several indicators or elements that support (Octavia, 2020). In addition, the findings are in line with the research of Aida Rismana, Ellyn Normelani, and Sidharta Adyatma in 2016 on the influence of social media on the learning motivation of junior high school students (SMP) in West Banjarmasin District. Although the focus of their research was on junior high school students, the results also showed a significant relationship between the use of social media and learning motivation.

Based on the results of the correlation test, a significance value (sig.) of 0.044 was found, which is smaller than the established significance level of 0.05, indicating a significant relationship between the two variables studied. The results of the analysis showed a Pearson Correlation value of 0.202 which is included in the weak but positive category, indicating that the higher the use of TikTok social media, the higher the learning interest of class X students in dance learning at *SMA Kabupaten Bogor.* This test is in line with Slameto's explanation in (Ananda, R., & Hayati, 2020) which explains that external factors, including conditions in schools, such as teaching methods, learning methods, teaching methods, teachers, interactions in class or at school, and subject matter, can affect students' interest in learning. By utilizing learning methods or media that are in accordance with the times and attract students' interest, such as TikTok social media, it can increase their interest in learning dance arts. This is because interest in learning will arise when students feel happy and do not feel bored in doing activities that they like (Apriyani, R., Nugraha, U., & Yuliawan, 2022).
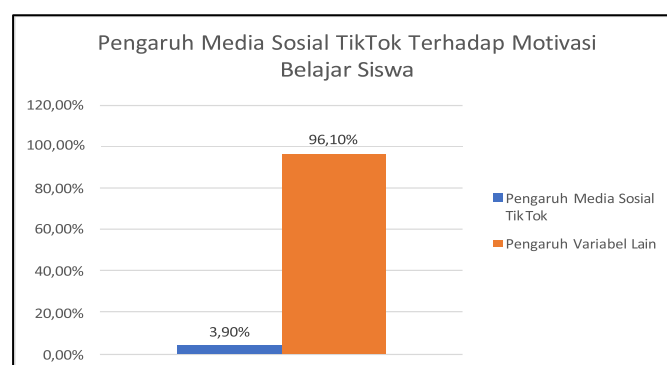

Figure 18. Diagram of the Influence of TikTok Social Media on Student Learning Motivation

Based on the results of the hypothesis test, the sig. value was obtained 0.048 < 0.05, so that H_o rejected and H_a accepted, meaning that there is an influence between the TikTok social media variable (X) on the learning motivation variable (Y). The regression equation Y =47.749 + 1.011 (X) shows that every 1% increase in the use of TikTok social media will increase the

learning motivation of class X students by 1.011. This regression coefficient is positive (+), indicating a positive influence of TikTok on learning motivation (Y). In addition, the significance value of 0.048 <0.05 indicates a significant positive influence of TikTok on the learning motivation of class X students in dance learning at SMA Kabupaten Bogor.

From the diagram, it can be seen that the coefficient of determination (R Square) value of 0.039 or 3.9% shows the influence of TikTok on learning motivation of 3.9%, with 96.1% influenced by other variables outside this study. Thus, the results of this study confirm that the use of TikTok social media has the potential to positively influence students' learning motivation in dance learning. This is in line with the theory (Octavia, 2020) which explains that one of the factors influencing learning motivation is external factors, including the school environment. The quality of teaching, learning methods, the suitability of the curriculum to students' needs, and school facilities are important factors that influence the student learning process. By utilizing learning methods or media that are in accordance with the times and attract students' interest such as TikTok social media, it can increase their learning motivation in learning dance. Learning motivation is basically an internal and external drive for students who are learning to make behavioral changes, generally with several indicators or supporting elements. In addition, this finding is different from the research of Aida Rismana, Ellyn Normelani, and Sidharta Adyatma in 2016 which showed a significant negative effect of the use of social media on the learning motivation of junior high school students (SMP) in West Banjarmasin District. On the other hand, this study shows that there is a positive effect between the use of TikTok social media on the learning motivation of class X students in learning dance at SMA Bogor Regency.

Based on the results of the hypothesis test, the sig. value was obtained 0.044 < 0.05, so that H_o rejected and H_a accepted, meaning that there is an influence between the TikTok social media variable (X) on the learning interest variable (Z). The regression equation Z = 48.142 + 1.158 (X) shows that every 1% increase in the use of TikTok social media will increase the learning interest of class X students by 1.158. This regression coefficient is positive (+), indicating a positive influence of TikTok on learning interest (Z). In addition, the significance value of 0.044 <0.05 indicates a significant positive influence on the learning interest (Z) of class X students in dance learning at SMA Kabupaten Bogor.
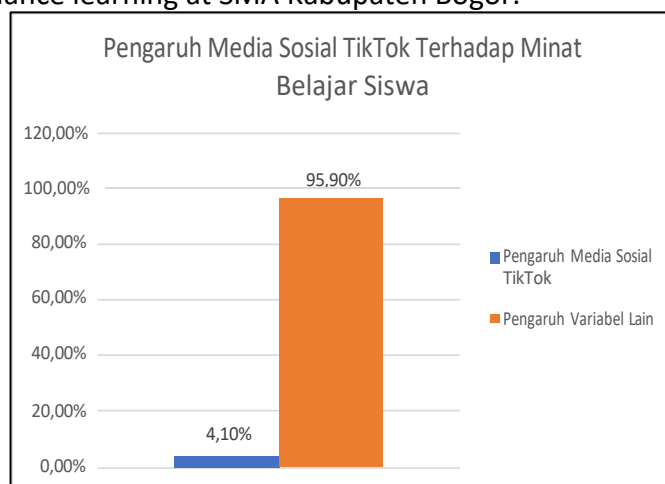

Figure 19. Diagram of the Influence of TikTok Social Media on Students' Learning Interests

From the diagram, it can be seen that the coefficient of determination (R Square) value of

0.041 or 4.1% shows the influence of TikTok on learning interest of 4.1% with 95.9% influenced by other variables outside this study. Thus, the results of this study confirm that the use of TikTok social media has the potential to positively influence students' learning interest in dance learning. This is in line with Slameto's theory in (Ananda, R., & Hayati, 2020) which explains that external factors, including conditions in schools, such as teaching methods, learning methods, teaching methods, teachers, interactions in class or at school, and subject matter, can affect students' interest in learning. By utilizing learning methods or media that are in accordance with the times and attract students' interest, such as TikTok social media, it can increase their interest in learning dance arts. This is because interest in learning will arise when students feel happy and do not feel bored in doing activities that they like. In addition, this finding is in line with the research of Akhmad Asyari and Mirannisa Mirannisa in 2022 which showed a significant positive influence between TikTok social media on the learning interests of students at MA Miftahul Ishlah Tembelok. In addition, this study also confirms the positive influence between the use of TikTok social media on the learning interests of class X students in learning dance arts at *SMA Kabupaten Bogor.*

4. CONCLUSION

Based on the results of the study on the influence of TikTok social media on the motivation and interest in learning of class X students in dance learning at *SMA Kabupaten Bogor*, it can be concluded that there is a significant relationship between the use of TikTok and students' motivation and interest in learning. This study uses the Pearson Product Moment (PPM) correlation test with the help of IBM SPSS software version 27 for Mac. The significance value for learning motivation is 0.048, while for learning interest is 0.044, both are less than 0.05, indicating a significant relationship. Although the Pearson Correlation value shows a very weak but positive relationship (r = 0.198 for motivation and r = 0.202 for interest), this indicates that the higher the use of TikTok, the higher the motivation and interest in learning of students. Regression research shows that the use of TikTok affects learning motivation by 3.9% and learning interest by 4.1%, although most other variables have a greater influence. Overall, the use of TikTok has been shown to have a positive impact on motivation and interest in learning, although its influence is relatively small and weak. However, with proper supervision and use, TikTok can be an effective learning medium.

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