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Integration of Tiktok Videos and Students' Performance in Hip-hop Dance Music

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ABSTRAK

This study determined the effect of the Tiktok Videos as a strategy in teaching Hip-hop Dance in Grade 10 MAPEH, specifically in teaching dance at Kapingkong National High School, Kapingkong, Lambayong, Sultan Kudarat, amidst the new normal setting. This study employed quasi-experimental and descriptive-evaluative research designs to determine and evaluate the effectiveness of the Tiktok Videos. It was carried out in Kapingkong National High School in Kapingkong, Lambayong, Sultan Kudarat, during the school year 2022-2023, amid a new normal setting. Based on the result, the creation of the Titktok videos, as to its style and organization, cultural sensitivity, creativity, content, music, language and captions, and instructional quality and comprehension follow the good standard in developing a video used as instructional materials in teaching as this rated as excellent by the evaluators.It has been concluded that there is no significant difference in the control and experimental groups' pretest scores in both cognitive and physical performance. Also, the Experimental group performed well in the posttest compared to the control group in cognitive and physical performance with the integration of Tiktok videos. There was a significant difference between the mean gain scores of the students under the control and experimental group. This significant difference was attributed to the use of Tiktok videos by the experimental group.

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1. INTRODUCTION

Students' addiction to various Social-Media platforms is evident in the new normal education. In congruence, Teaching Music, Arts, Physical Education, and Health (MAPEH), specifically teaching dance, has become very difficult for all MAPEH teachers, for it requires a Face-to-Face (F2F) modality to engage their students in the class since most students are engaged to different online applications, especially Tiktok. To solve such a difficult issue, the researcher decided to employ Tiktok Videos as an intervention to interest learners in studying dance during their MAPEH class at Kapingkong National High School (KNHS) because 90% of them use Tiktok as a form of amusement.

In relation, teachers in various nations in US and Asia have begun to use TikTok to make condensed versions of their school sessions. Students can use this to review courses they may have missed in class or if they need a refresher, whether they are studying science, English, mathematics, or physical education (PE). Because each video could only be 60 seconds long, teachers were forced to focus on the most important points to convey their message (Jaeger, 2021). However, no related studies show the impact of using Tiktok as a sole approach to increase students' cognitive and physical performance in PE. Most results reveal the impact of using Tiktok as a supplemental approach, but not a sole approach that impacts the learners' performance.

On the other hand, in the Philippines, it has been revealed that 80% of teenagers are engaged in Tiktok, especially during the outbreak of Covid 19 pandemic. Hence, the addiction of Filipino youths in Tiktok became an avenue for all education practitioners to bridge their addiction to learning. Several teachers use the said application to engage their students in their online classes in music and dance lessons.

In teaching dance, TikTok is a great tool to count on. However, it may be a tremendous distraction when utilized during study time. Using your phone at school is normally frowned upon, and social networking apps draw attention away from the classroom. Competing with phones is immensely aggravating when teachers try their hardest to engage the class. This circumstance puts PE teachers in a challenging situation where they need to contextualize their lessons to suit the interest of their learners (Starmometer, 2021).

While TikTok and other similar social media sites can be a tremendous distraction when utilized incorrectly, they can also be a fantastic teaching tool, especially in teaching dance. Teachers are more likely to engage their learners and keep them engaged in education if they keep lesson ideas current. With the issues teachers face and many kids still learning at home, TikTok and other similar services are a great way to stay in touch with students (Moscoso-Paucarchuco et. al., 2022).

Further, TikTok's viral challenges, like TikTok Bring It Around Now, are a fun way to meet new people online. Many of these entail learning dance routines, but some excellent educational and personal development options exist. TikTok has much potential in the education business. Students who take on these challenges are more likely to be dedicated and diligent in their academic pursuits. Hence, the ultimate purpose of this study is to determine the effectiveness of the Tiktok as an approach in teaching Grade 10 Mapeh, specifically in teaching dance at Kapingkong National High School, Kapingkong, Lambayong, Sultan Kudarat, amidst the new normal setting.

This study is anchored with Gardner's multiple intelligences theory. In varying strengths and preferences, an individual possesses at least eight discrete bits of intelligence: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and

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naturalistic (Gardner, 2006). The relative strengths and weaknesses among and between this intelligence dictate how individuals take in information, perceive the world, and learn.

It represents a great departure from the traditional view of intelligence, which recognizes only verbal and computational ability (Brualdi, 1996). Gardner's theory suggests that how subject matter is conveyed will influence an individual's ability to learn and that teachers need to consider all of this intelligence when planning instruction (Brualdi, 1996). While traditional textbooks often take a primarily linguistic approach to learning, video's multiple modes can take a variety of approaches, such as aesthetic, logical, or narrational.

In Multimodal Learning Styles, there are three widely accepted types of learning styles: aptitude-based, which draws on Gardner's theory of multiple intelligences; personality-based, measured by using the Meyers-Briggs test; and sensory-based, which looks to the modalities through 5, which students take in information (Pruitt, 2005; Miller, 2001). All these conceptions of learning styles express the need to expand instruction beyond single modes of instruction.

There are three primary modalities through which people take in information: visual, auditory, and tactile. Maaliw (2016) relates these three modalities to how students process information, deriving three basic learning styles: visual-spatial, sequential, and tactile-kinesthetic. Visual-spatial learners absorb new information by visualizing the whole concept and thinking in holistic, often three-dimensional, images. Auditory-sequential learners, by contrast, think in words, are processed auditorily, and generally learn in a sequential, step-by-step process.

Finally, tactile-kinesthetic learners take in information through physical touch and sensation, and they benefit from demonstration or application more than verbal explanations.

The use of video in teaching, specifically Tiktok, where much of the content is conveyed visually for visually-oriented learners is immediately apparent (Sihag, 2023). However, the video also benefits auditory learners by including sound and speech and can provide demonstrations not otherwise possible in classrooms for tactile learners.

This study depicting the relationship between the two variables, Independent and Dependent Variables. Independent Variables include the Tiktok Videos regarding their Style and Organization, Cultural Sensitivity, Creativity, Content, Music, Language and Captions, and Instructional Quality and Comprehension. These variables will be measured using an adapted Evaluation Tool. On the other hand, Dependent Variable comprises the student's performance in Hip-hop, specifically, their cognitive and physical Performance. Students' cognitive performance will be evaluated thru a Summative Test, while physical performance will be assessed through a Face to Face Practicum in Hip-hop using adopted DepEd Rubrics.

2. METHODS

This study employed quasi-experimental and descriptive-evaluative research designs to determine and evaluate the effectiveness of the Tiktok Videos (Cortez, & Diño, 2020). It was carried out in Kapingkong National High School (KNHS) in Kapingkong, Lambayong, Sultan Kudarat, during the school year 2022-2023, amid a new normal setting. The study's respondents were the enrolled Grade 10 students at KNHS with 30 students in the experimental group and another 30 students in the control group recruited using random

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sampling through the drawing of lots approach. Likewise, the 20 teachers and master teachers majoring in MAPEH evaluated and validated the Tiktok videos regarding style and organization, cultural sensitivity, creativity, content, music, language and captions, and instructional quality and comprehension. The researcher conducted a preliminary practicum utilizing the lessons/dances found in TikTok to determine the students' performance. The experiment occurred in the students' homes during class time. The matrix, which may be found in the appendices, reflects the details of the data. The K to 12 Assessment Tool assessed the students' academic achievements throughout the pretest and posttest or the students' performances (DepED, DO 31, s, 2020). The team of evaluators assessed the survey questionnaire. Forms and data were collected, and the findings were analyzed and interpreted. After reviewing the researcher-created Tiktok Videos, the students took a pretest/preliminary practicum. Next, the researcher/teacher employed the Tiktok Videos with 30 experimental participants and a pure Self-Learning Module platform with 30 control participants. The students were subsequently given a posttest/final practicum to evaluate the module's quality.

3. RESULTS AND DISCUSSION

Table 1. Quality of the Tiktok Videos regarding style and organization, cultural sensitivity, creativity, content, music, language and captions, and instructional quality and comprehension.

Quality of Tiktok Videos	Mean	Description	Interpretation
Style and Organization	4.11	Very Satisfactory	Meets above 75-90 % Quality
Cultural Sensitivity	4.09	Very Satisfactory	Meets above 75-90 % Quality
Creativity	4.16	Very Satisfactory	Meets above 75-90 % Quality
Content	4.21	Excellent	Meets above 91-100 % Quality
Music	4.29	Excellent	Meets above 91-100 % Quality
Language and Captions	4.29	Excellent	Meets above 91-100 % Quality
Instructional Quality and Comprehension	4.46	Excellent	Meets above 91-100 % Quality
Overall Rating	**4.23**	**Excellent**	**Meets above 91-100 % Quality**

Table 1 shows the quality of the Tiktok videos in teaching Hip-hop dance in Grade 10 MAPEH. As observed, the quality of the Tiktok videos as to its content, music, language, captions, instructional quality, and comprehension obtained the mean of 4.29 and above, which is described as *excellent* and *meets above 91-100 % quality*. The style and organization, cultural sensitivity, and creativity got the mean of 4.09 to 4.16, which is qualitatively described as *very satisfactory* and *meets above 75-90 % quality.* Generally, the quality of the Tiktok videos in teaching Hip-hop dance in Grade 10 MAPEH obtained the overall mean of 4.23, which is described as *excellent* and *meets above 91-100 % quality*" in devising instructional materials as rated by the group of expert validators and evaluators. The above result implies that creating the Titktok videos follows the good standard in developing a video used as instructional materials (IMs) in teaching. The video underwent a thorough ethical consideration check regarding the content and cultural sensitivity. Hence, these Tiktok videos can be recommended for usage as IMs in teaching MAPEH, as vouched by their excellent

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validation by the expert validators. The quality of video IMs can greatly impact the viewer's learning experience. According to Chiva-Bartoll & Fernández-Rio, (2022) states that good video quality can help learners to better understand the subject matter and increase their engagement in the content. This means that when creating instructional videos, it is important to use high-quality equipment, such as a high-resolution camera and microphone, to ensure the video is clear and easy to hear.

Table 2. Significant Difference Between the Level of Cognitive of the Control and Experimental Groups in the Pretest.

	Control and Experimental Group	N	$\bar{x}$	sd	Mean Difference	t	Df	Sig. (2-tailed)
Level of Cognitive Performance in the Pretest	Control Group	30	24.53	7.763	1.267	.626	58	.534
	Experimental Group	30	23.27	7.909				

Table 2 above displays the Significant difference between the level of cognitive performance of the control and experimental groups in the pretest. As displayed above, the control group's mean score is 24.5 with a standard deviation of 7.763, while the experimental group is 23.2 with a standard deviation of 7.909, which is equally interpreted using the DepEd K to 12 grading as *failed or did not meet the expectations*. The mean difference of 1.267 reveals no significant difference in the level of cognitive performance in the pretest between the control and experimental group. It further implies that the control and experimental groups perform less in MAPEH before using the Tiktok videos. It may explore adding TikTok videos as further learning resources after it has a firm base in MAPEH (Ding et. al., 2023). TikTok can provide artistic interpretations, lectures, or visual demonstrations of subjects like music, art, exercise, and health. But it's important to use TikTok videos sensibly and make sure they enhance formal schooling rather than take its place.

Table 3. Significant Difference Between the Level of Cognitive Performance of the Control and Experimental Groups in the Posttest.

	Control and Experimental Group	N	$\bar{x}$	s.d.	Mean Difference	t	df	Sig. (2-tailed)
Level of Cognitive Performance in the Posttest	Control Group	30	34.67	3.977 (62.%)	-8.767	-9.663	58	.000
	Experimental Group	30	43.43	2.979				

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Table 3 above displays the significant difference between the level of cognitive performance of the control and experimental groups in the posttest. As displayed above, the control group's mean score is 34.6 with a standard deviation of 3.977 and transmuted as 69.2 % (*did not meet the expectations)*. On the other hand, the experimental group got a mean score of 43.4 with a standard deviation of 2.979 and transmuted as 86.8%, which means *very satisfactory*. There is a significant difference between the level of cognitive performance of the control and experimental groups in the posttest. This significant difference is due to the effective integration of the Tiktok videos into the experimental group in learning MAPEH 10. Alonzo et. al., (2020) emphasizes that TikTok is a fantastic teaching tool; nevertheless, when used during study time, it may be a huge distraction, notwithstanding the benefit of Tiktok videos in improving the cognitive performance of the students. This means that social networking applications are a major distraction in the classroom, and teachers often frown upon their use.

Table 4. Significant Difference Between the Level of Physical Performance of the Control and Experimental Groups in the Pretest.

	Control and Experimental Group	N	$\bar{x}$	s.d	Mean Difference	T	df	Sig. (2-iled)
Level of Physical Performance in the Pretest	Control Group	30	1.94	.11	.02	.594	58	.555
	Experimental Group	30	1.92	.10				

Table 4 unveils the level of physical performance of the control and experimental groups in the pretest. As exemplified above, the control group's mean score is 1.94 with a standard deviation of .11 while the experimental group is 1.92 with a standard deviation of .10. It is equally interpreted using the DepEd K to 12 grading as *failed or did not meet the expectations*. The mean difference of .02 reveals no significant difference in the level of cognitive performance in the pretest between the control and experimental group. It further indicates that the physical performance of the control and experimental group at the beginning of the experiment is comparable. The low performance of both groups in the pretest would mean that intervention needed to be initiated by the subject teachers, especially during the pandemic, where there are only limited face-to-face classes. The findings that there is a drastic change in the learners' academic performance during modular distance learning (Ecang & Petalla, 2022). This means that it has been found that learners do not appreciate learning through the module; they still need their teachers to discuss the lessons, or at least there is an intervention in the absence of their teachers, like developing a video-recorded lesson to facilitate learning effectively.

Table 5. Significant Difference Between the Level of Physical Performance of the Control and Experimental Groups in the Posttest.

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	Control and Experimental Group	N	x̄	s.d	Mean Difference	T	df	Sig. (2-iled)
Level of Physical Performance in the Posttest	Control Group	30	2.57	.169	-1.55	-34.326	58	.000
	Experimental Group	30	4.12	.180				

An independent samples t-test was conducted to compare the level of physical performance of the control and experimental groups in the posttest. There was **a significant difference** in the level of cognitive performance of the control group (Mean=2.57, SD=.169) and experimental group (Mean=4.12, SD=.180); t(58)=.-34.326, ρ=.000, two-tailed). TikTok videos have a lot of visual appeal and entertainment value, which can draw in viewers and improve the quality of instruction (Kusumadyahdewi & Kusumaradyati, 2021). This means that the students might be encouraged to actively participate in learning activities by including instructional information into TikTok videos.

Table 6. Significant Difference Between the Mean Gain Scores on the Level of Cognitive Performance Between the Control and Experimental Groups in the Pretest and Posttest.

	Control and Experimental Group	N	x̄	s.d	Mean Difference	T	df	Sig. (2-iled)
Gain Scores on the Level of Cognitive Performance	Control Group	30	10.13	8.605	-10.033	-4.838	58	.000
	Experimental Group	30	20.17	7.414				

The result implies that the difference between the experimental and control groups' mean gain scores is greater than expected by chance. The experimental shows apparent progress than the control group in learning MAPEH. Therefore, the noticeable progress in students' learning is attributed to the effectiveness of the Tiktok videos used by the teacher in his discussions. Study shows that students taught within a contextualization framework perform better (Kim et. al., 2019). They argue that a contextualized learning approach to teaching provides opportunities for improving career-related and educational proficiencies at a greater level. This means that increasing academic performance is achieved by appealing to students' interests in the classroom.

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Table 7. Significant Difference Between the Mean Gain Scores on the Level of Physical Performance Between the Control and Experimental Groups in the Pretest and Posttest

	Control and Experimental Group	N	$\bar{x}$	s.d	Mean Difference	T	df	Sig. (2-tailed)
Gain Scores on the Level of Physical Performance	Control Group	30	.63	-182	-1.563	-30.517	58	.000
	Experimental Group	30	2.19	.213				

The above table reveals the significant difference between the level of physical performance of the students in the control and experimental group in the posttest. As revealed above, the control group's mean score in their physical performance is 2.57 with a standard deviation of .169 and transmuted as 51.4 % with the interpretation of *did not meet the expectations*. The experimental group got a mean score of 4.12 with a standard deviation of .180 and transmuted as 82.4%, which means *satisfactory*. Further, since the test value is -34.326, hence, it entails that there is a significant difference. Hence, with the mean difference of -1.55, there is a significant difference between the level of physical performance of the control and experimental groups in the posttest. Hence, the effectiveness of integrating Tiktok videos is manifested in the level of physical performance shown by the experimental group since they are taught with the use of the creative dance videos compared to the control group who only used the module in their MAPEH Subject. Therefore, the null hypothesis that *no significant difference exists between the student's cognitive and physical performance of the control and experimental group* is hereby rejected.This result is supported by the ideas of Baek et. al., (2018) that it is critical to building effective management tactics in the dancing class by being *proactive* rather than reactive. This means that adopting a proactive attitude entails arranging the dancing class well before the start of the school year by integrating stimulating learning materials that capture learners' interest. On the other hand, table 6 indicates the significant difference between the mean gain scores on the level of cognitive performance between the control and experimental groups. As indicated above, the mean gain score of the control group in their cognitive performance is only 10.13 with a standard deviation of 8.065, compared to the experimental whose score is equally higher with a mean of 20.17 with a standard deviation of 7.414. Statistically speaking, since the test value is -4.838, this implies that there is a significant difference**.**

4. CONCLUSION

In light of the findings of this study, the young learners are able to identify and comprehend the lesson with ease by using the Tiktok set up and generating various hip-hop moves. Consequently, there was a strong correlation between movement, technology, and learning when hip-hop dance was incorporated into a PE class on TikTok. In the development of a dynamic and inclusive learning environment, it fostered students' involvement, creativity,

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community building, cultural awareness, and physical literacy. This also helped students' thrive and form attitudes and lifelong skills related to physical activity.

5. AUTHORS' NOTE

The publication of this paper does not present any conflicts of interest for the authors. The work was devoid of plagiarism, according to the writers.

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