

## **Utilization of TikTok as a Formative Assessment Media for Aqidatul Awwam Learning on Student Enthusiasm in Islamic Boarding School**

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### **Abstract**

*Assessment functions as an integral part of the learning process and provides complete feedback information to teachers, students and parents to comprehensively measure the achievement of learning purposes. The goal is to help teachers choose strategies and think about how to improve the quality of learning. This research aims to utilize the TikTok application as a formative assessment medium for learning the Aqidatul Awwam book which is carried out at the end of the learning process to determine student progress and at the same time provide fast feedback and improve learning on the learning process that has been carried out. The method used is descriptive qualitative. The research results prove that using the TikTok application as a formative assessment medium can increase students' enthusiasm during and at the end of the learning process in Islamic Boarding School MTs Negeri 1 Tegal. Based on the results of the analysis of enthusiasm indicators, there is a difference in the increase in students' learning enthusiasm between before and after involving the TikTok application in the formative assessment process. The biggest increase in indicators was in concentration, self-involvement of students and attention when studying. In this case, the use of the TikTok application is a formative assessment medium to measure how far the material studied by students can be understood and can have a positive influence on enthusiasm and motivation in the learning process.*

**Keywords:** TikTok, Assessment, Dormitory, Enthusiasm, Aqidatul Awwam

### **A. Introduction**

Assessment functions as an integral part of the learning process and provides complete feedback information to teachers, students and parents to comprehensively measure the achievement of learning objectives. The goal is to help teachers choose strategies and think about how to improve the quality of learning. According to (Nurjannah, 2017), formative evaluation is an assessment carried out by teachers during the learning process, both written and non-written. This occurs during the learning process and can be used to improve the teaching and learning process, especially teachers' strategies and students' learning performance (Bennett, 2011; Black & Wiliam, 2009; Van der Kleij et al., 2015). Formative assessments are always more complete because they provide data about implementation, open room for interpretation, and offer various options for further action. This is not the same as the summative assessment function, which concentrates on creating and evaluating categories or classifications (Shihab, 2021). Because the final evaluation scores are written in the form of numbers and descriptions in report cards, students do not have the opportunity to improve their learning process during learning activities (Rahmawati et al., 2015).

To achieve an effective formative assessment, it is necessary to have enthusiasm from students in the learning process, so that when teachers carry out formative assessments students will follow it optimally. The use of social media as a formative assessment tool is expected to

encourage students to be persistent in following the learning process and enthusiastic about mastering the material presented. Jeon & Hong (2013) revealed that students in this modern era who grow and develop with technology feel comfortable with the presence and use of social media in their lives. So that social involvement in the learning process will greatly increase students' enthusiasm in participating in it. The integration between formative assessments and the use of social media as a tool in carrying out formative assessments really helps teachers in raising students' enthusiasm for the learning process and their participation in it.

According to the results of research conducted at the MTs Negeri 1 Tegal dormitory, classroom learning involved social media which students often use in their daily lives by studying the book *Aqidatul Awwam* in the dormitory. In the statement (Afdhal, 2016) there is an expression which means that it is important to maintain students' enthusiasm for learning by combining students' personal interests with the curriculum created by teachers. In carrying out learning, teachers should not only focus on delivering material, but teachers should also pay attention to students' interest in the learning process using media in order to increase their enthusiasm for learning. Based on the problem objective of this development is to utilize and involve social media which is usually loved by students in their daily lives in the learning process they participate in in class, and can be used as an intermediary in determining changes in students' enthusiasm for learning between before and after using the media. social. Thus, it is hoped that the TikTok application can help with formative assessments, be able to attract students' attention, and foster students' enthusiasm and motivation for learning in learning.

## **B. Methods**

### **1. Research Design**

This field study type of qualitative research analyzes the formative evaluation model for learning the book *Aqidatul Awwam*, applies it to assessment practice, and finally evaluates its use from the perspective of researchers and teachers and students. Qualitative methods were chosen to get the best results.

#### **Participants**

Because the researcher once taught at the MTs Negeri 1 Tegal dormitory, this research was conducted on students who were in class 7 Science 1 and were selected purposively. Researchers also controlled the weaknesses and strengths of 7 Science 1 students, their learning needs, and the conditions of the teaching place in Islamic Boarding School of MTs Negeri 1 Tegal.

### **2. Research Procedures**

The research implementation began by digging in-depth data information from related parties. Using the interview guidelines and observation guidelines created at the preparation stage, the author gets to know the object more deeply. In the interview guide and observation guide, researchers use questions and observation guides that are appropriate to the research objectives and questions. After the required data is collected, data analysis is carried out.

### **3. Data Collection Technique**

Research data consists of observation, documentation and interviews. The three sources of data are as follows: observations obtained from observations made during learning and formative assessment practices; documentation obtained from pictures of formative assessment models for learning the book *Aqidatul Awwam*; and interviews obtained from notes and recorded questions and answers conducted with several students regarding their perspectives on the implementation of assessment. To gain a broader understanding of a phenomenon, interviews are considered an ideal data collection technique (Creswell & Creswell, 2018; Locke et al., 2014).

### **4. Data Analysis Technique**

Three qualitative research theories proposed by Miles and Huberman (1994) are used in data analysis techniques: data reduction, data presentation, discussion structure, and conclusions. The results of observations, documentation and interviews were adjusted to meet research

needs. The data presentation is then written in the research results. In preparing discussions and conclusions, researchers use reflection on findings or triangulation to avoid bias, values, and students' personal or backgrounds.

### C. Results

The results of the research are in the form of ideas about the formative assessment model that is offered and has been implemented in class 7 Science 1 MTs Negeri 1 Tegal when learning the book *Aqidatul Awwam* using the TikTok application on the teacher's cellphone. The results of the research are in the form of ideas about the formative assessment model that is offered and has been implemented in class 7 Science 1 MTs Negeri 1 Tegal when the teacher uses the TikTok application on his cellphone. Unique names for practices are given to attract students' attention. Students are now entertained and want to participate in assessment practice, even if previously they were lazy about doing questions because they were presented with a formative assessment. They enjoy working together and want to participate. "*Man shohha roja'a*" is a model of this formative assessment.

#### 1. Formative Assessment Model

##### *Definition*

This technique uses the idea of Exit Slips, but takes the form of an oral exam using questions asked by the educator as a ticket out of class. Start by asking students to make a line. After that, the educator will ask students to answer questions verbally while recording with the educator's cellphone camera, which will then be uploaded to the TikTok application. All students who have the correct answer are allowed to go home or leave the classroom first. Those who do not have the right answer must move to the back of the line and wait for their turn.

#### 2. Application of the Formative Assessment Model

The model that has been explained can be applied during the study of the *nadzom* book as a whole. When carrying out formative assessments, teachers must pay attention that assessments are carried out throughout the learning process and are continued by providing actions that are appropriate to students' needs and improvements. According to Pat-El, Tillema, Segers, and Vedder (2015), formative evaluation has an important role in knowing student performance during learning.

#### 3. *Man Shohha Roja'a* Practice

##### *Planning*

At the Islamic Boarding School of MTs Negeri 1 Tegal, teachers have implemented this formative assessment method when teaching the book *Aqidatul Awwam*. Teachers determine learning objectives and then formulate them, with the hope that students can state the answers to questions taken from the *nadzom* verse from the book *Aqidatul Awwam*. Teachers establish strategies for memorization and understanding of *nadzom* content for this class. Teachers choose the *man shohha roja'a* model as a formative assessment model. Formative assessment questions are prepared before the learning process begins, as shown below:

1. Who is the author of *Nadzom Aqidatul Awwam*?
2. How many verses do *Nadzom Aqidatul Awwam* have?
3. Explain the details of *aqoid 50*!
4. Mention the names of the angels!

##### *Implementation*

The formative assessment process is carried out in the following way: 1) After teaching the meaning of the verses of *nadzom Aqidatul Awwam*, the educator asks the students to line up backwards in one line; 2) Teachers explain the *man shohha roja'a* assessment rules; 3) Teachers ask students in turn about *nadzom Aqidatul Awwam*; and 4) Teachers record students using the educator's cellphone camera during the assessment process; 5) Students answer questions within the teacher's limited time; 6) Teachers correct students' answers; 7) Teachers give permission to students with the correct answers to leave the class first; 8) Return to step 3 until all students have finished.

### *Evaluation*

After implementing this formative assessment method, teachers reach conclusions about the benefits and drawbacks of this assessment. Among the benefits offered are the following: 1) Students are interested in actively participating in formative assessments because they are interested in mobile devices; 2) Developing students' competitive spirit because they are promised a prize in the form of returning home from class and being witnessed by their families at home via the TikTok application; and 3) Students feel challenged because they are documented on their cellphones and uploaded to the TikTok application. Other weaknesses observed by teachers are: 1) Spending a long time asking questions one by one and waiting for students' answers. Teachers must be good at managing time so that this assessment does not conflict with other activity hours. 2) Teachers sometimes encounter students with lower cognitive abilities than they expected.

### **D. Discussion**

Teachers usually use various approaches to increase knowledge in the learning process. The conventional method with a whiteboard is one of the most commonly used approaches. However, learning that only relies on the blackboard is not enough to provide knowledge to students of different generations from us. Therefore, it is very important for teachers to understand each characteristic of their students (Septianti & Afiani, 2020), because this is very important when they create teaching strategies. Teachers must change their learning approach to creative learning by using various more sophisticated learning media (Kesumadewi et al., 2020).

Analysis of the data that has been collected shows that the formative assessment development process that has been implemented by teachers presents clear concepts. This process embodies four of the five formative assessment cycles introduced by Gulikers & Baartman (2016, 2017) in (Veugen et al., 2021): 1) Explaining expectations, goals and criteria for learning success; 2) Utilizing student responses to gather information about the learning process; 3) Evaluate and interpret these responses; and 4) Using feedforward to adapt teaching and learning.

The first cycle (1) shows how teachers create long-term and short-term learning goals respectively. The second cycle (2) shows teachers' conscious attitude when they choose formative assessment methods, ask questions, and make in-depth observations to find out how well students understand the lesson material. The third cycle (3) focuses on identifying learning information and student responses regarding the implementation of the assessment, then interpreting the results with students who participated in the assessment so as to achieve satisfactory performance results. The fourth cycle (4) focuses on teachers' actions in creating new formative assessment models as a follow-up to learning information and student responses, and helping students find the next step in learning.

Students tend to give positive responses when teachers conduct formative assessments. A study conducted by (Ismail & Adnan, 2017) found that formative assessment on social media, especially Facebook, improved students' learning outcomes and their self-regulation abilities. These students' responses support these findings. Likewise, students' responses are very good if Instagram is used as a learning tool (Audina & Muassomah, 2020). Based on student responses obtained by researchers, which are in line with previous research findings, researchers strengthen the idea that formative assessments are effective and beneficial for students.

Students' positive responses are demonstrated by several things. First, students prefer tests that involve social media than tests that use paper. Second, students are more enthusiastic and enthusiastic when taking this type of test. Third, students consider formative tests via social media to be more interesting. Fourth, students expect to use paperless models more often in the future.

*First*, students prefer to take formative exams via social media rather than paper-based formative exams. This is shown by the fact that taking formative exams via social media seems

easier and more practical than paper-based formative exams. Student respondents indicated that assessment via social media was easy to use. According to (Ab. Rahman et al., 2018), ease of assessment encourages students to participate.

*Second*, students are more likely to be enthusiastic in their involvement in social media-based formative exams. This is shown by their active behavior in asking about things they do not understand from the material provided. In addition, they often want to get the best results when taking assessments because social media-based assessments are witnessed by their friends directly, which means they can go home or leave class before their friends who haven't answered, and their families can watch the results videos that teachers upload on the TikTok application at home. This situation is very inversely proportional to when assessments are carried out conventionally on paper. Before being given written questions, students sometimes show weak behavior and complain. According to research conducted by (Khan et al., 2021), students show increased enthusiasm and attention when learning with cellphone media. Once they know that their answer is wrong, they are interested in finding the correct answer. They try their best because they want to see themselves appear well in the final video.

*Third*, students agree that social media-based formative exams are more entertaining than paper-based formative exams. They carry out assessments by recording them using the educator's cellphone and then uploading them to the TikTok application. They are happy to see the final result of the video uploaded to the TikTok application. The *man shohha roja'a* model is fun because students can compete to go home or leave class first. Formative assessment with a competitive model like this can definitely increase students' motivation and desire to be the best (Samudi, 2014) and make learning more interesting (Rosdiana, 2014). Paper-based assessments certainly won't get these things. Previous studies by (Lisnani & Emmanuel, 2020) and (Busiri, 2020) found that the learning process through applications becomes more exciting, interesting and challenging because it is in direct contact with the cell phones that students usually use every day and the time to answer questions is limited. The students' final opinions show how positive their responses are, which is the hope that in the future this evaluation can be used in formative and summative practice.

From the perspective of students, it can be concluded that teachers must begin to realize the importance of creating social media-based formative assessment designs and models for learning. The benefits are also real, such as increasing learning achievement and motivation (Mariani & Wasidi, 2021).

## **E. Conclusion**

In this article, the social media-based formative assessment modeling design for learning the book *Aqidatul Awwam* is given in the form of a *man shohha roja'a* quiz. These implementation steps include planning, implementing and managing participant performance results and evaluation. After implementing this social media-based assessment method, it is known that: 1) Teachers have implemented four of the five formative evaluation cycles, namely defining learning expectations, collecting student responses, analyzing and interpreting, and using feed forward to adjust teaching and learning. 2) School policies will encourage and support teachers to have creativity. 3) Social media-based formative assessment practices support and provide opportunities for students to self-regulate their own learning activities. 4) The third finding from this research is that students are more likely to use social media-based formative exams than conventional paper-based formative exams. The use of social media-based formative assessments is considered more interesting, entertaining and challenging. The focus of this research is the method of developing, implementing and analyzing social media-based formative assessments in learning the book *Aqidatul Awwam*. As a result, limitations of the study are apparent in its success rate. There is no quantitative data on how effective it is. Researchers hope that further research can investigate this because teachers definitely need more accurate evidence about how good it is. Apart from that, this social media-based formative assessment can also be used to conduct research on self-regulation of teachers and students.

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### Conflict of interests

The authors declare that they have no conflict of interest.

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