

Developing a TikTok-Based Speaking Learning Model at Middle School to Strengthen Pancasila Student Profiles

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ABSTRACT

Education must continuously evolve to meet changing societal needs, with successful outcomes reflected in students' improvement in both knowledge and attitudes. Addressing low speaking skills among students at Takhfid Al Hidayat Middle School, this study develops a speaking learning model that leverages TikTok as an educational tool within Pancasila education, emphasizing democratic and moral values. This research employs a Research and Development (R&D) methodology using the 4D model: Define, Design, Develop, and Disseminate. In the Define stage, we analyzed the development needs and user requirements. The Design stage involved drafting the initial media, while the Develop stage included expert validation to refine the media. Finally, the dissemination stage distributes the developed learning model. In a small-scale trial, the TikTok-based speaking model demonstrated improvement in students' speaking abilities, with an average pretest score of 55.73, increasing to a posttest average of 81.41. A broader trial reflected similar results, showing a pretest mean of 59.57 and a posttest mean of 71.71. These findings suggest that integrating TikTok into speaking activities significantly enhances students' speaking skills. This model fosters engagement and supports the teaching of democratic and moral principles within Pancasila education. The developed TikTok-based speaking model effectively improves speaking skills and engages students in meaningful ways, making it a promising approach for language development and character education in Pancasila contexts.

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1. INTRODUCTION

The challenges of the twenty-first century show that the world is increasingly connected. A country has relations with other countries. Likewise, the difficulties and opportunities in the 21st century increasingly know no national borders. Information technology allows everyone to learn from various countries, contexts and cultures that are part of digital society, including the influence of this technology on the world of education.

Education is required to always develop oneself because life is always changing and the value of successful education is a change for the better in students, both in their knowledge and attitudes. There are a number of strategies that can be applied in Asian countries, including Indonesia (Acetylena, 2018). One of these strategies is curriculum reform, as well as implementing policies that support equality and social justice. Social justice for the entire Indonesian nation, which is the basic principle of Pancasila, is in accordance with this recommendation.

It is hoped that a transformative education system can produce citizens who are capable of making changes and have the strength and ability to improve the nation's quality of life. Education that cultivates a person's thoughts, feelings, intentions and body is expected to be able to build and enrich the nation's culture, which includes a shared system of values, knowledge and behavior (Yudi, 2020). According to Ki Hadjar Dewantara, "Education as a civilizing process is not only oriented towards developing good individuals, but also good society." According to him, education must be dual-oriented, developing students who are able to understand themselves and their environment. This orientation must be balanced, where education helps individuals to recognize their potential and gives them the opportunity to develop. So, civilizing education requires the development of thinking, feeling, work and physical abilities.

Character education can be defined as the education of values, manners, morals and character. In other words, character education is an important part of the educational process and is defined as a system of instilling character values in students, which consists of components of knowledge, awareness, or the desire to apply these values, both towards God Almighty, oneself, each other, or the environment (Irwansyah et al., 2021; Karepouwan, Pasandaran, Pangalila, & Tuerah, 2023).

The concept of Freedom of Learning, which was put forward by the Indonesian Minister of Education and Culture, creates problems for the education system in Indonesia. Merdeka Belajar aims to develop students who are brave, independent, critical, polite, civilized and have noble character. The independent curriculum is a more flexible curriculum framework that focuses on essential material and the development of students' character and competencies (Barlian, Solekah, & Rahayu, 2022). The characteristics of an independent curriculum include (1) the use of project-based learning with characters adapted to the Pancasila Student Profile (2) emphasis on essential material with the aim of providing sufficient time to study essential material. The concerns that surround many parties are caused by unpreparedness in facing the era of digitalization and communication. The rise of news about anarchist attitudes, brawls, harassment, pornography, free sex, abortion, and drug abuse in the media today makes it sad for anyone who knows about it (Mahanani, Suprijono, & Harianto, 2023).

The Pancasila Student Profile was created with the hope of increasing positive student behavior through Pancasila values due to concerns about the decline in character and moral decline of students (All Habsy et al., 2023). According to Minister of Education and Culture Regulation Number 20 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, the vision and mission of the Ministry of Education and Culture has been changed to the Pancasila Student Profile by the Minister of Education and Culture Nadiem Makarim to improve character education. Ki Hajar Dewantara believes that the Pancasila student profile depends on the student's character values, namely character, physicality and mind, who will become "humans" in society. This shows clearly that the Pancasila Student Profile plays a significant role in shaping the character of Indonesian students and society (Hadna Suryantari, 2022; Nabillah & Nisa, 2024; Winulyo, 2024).

TikTok is a music video platform and social network whose application was the most downloaded 45.8 million times during the first quarter of 2018. With this application, people can make short music videos. Therefore, this application has become popular and liked by millennials, most of whom are school children (Bulele & Wibowo, 2020). Some other popular apps, such as WhatsApp, Facebook Messenger, YouTube, and Instagram, cannot compete with this number. The majority of TikTok application users in Indonesia are school-aged children, millennials or Generation Z.

This research addresses a significant gap in understanding how digital media, particularly TikTok, can be harnessed as an educational tool within the framework of Indonesia's Pancasila Student Profile,

which emphasizes character education and moral values. While the influence of digital media on education is widely recognized, limited research has explored its potential role in supporting character development aligned with Pancasila principles, especially in a rapidly globalizing and digitizing world. This study poses the following questions: How effective is TikTok as a medium for promoting character values among students, and what impact does it have on their behavior and attitudes? The research aims to evaluate the potential of TikTok as a learning platform to instill values like independence, critical thinking, and positive moral character, as envisioned in Indonesia's Freedom of Learning initiative.

The novelty of this research lies in its integration of a popular digital platform into a structured character education model, examining how TikTok can be used beyond entertainment to enhance student engagement and foster positive values. This research is significant as it not only contributes to the educational discourse on media and character education but also provides practical insights for educators and policymakers. By exploring the educational potential of TikTok, this study can inform future policies on digital literacy and character education, promoting a more adaptable, inclusive, and culturally relevant approach to student development in the digital era.

2. METHODS

This research adopts the Research and Development (R&D) method, specifically utilizing the 4-D (Four D) model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The 4-D model includes four stages: Define, Design, Develop, and Disseminate, each contributing to a systematic approach to media development tailored to the needs of students at Takhfid Al Hidayat Middle School.

In the Define stage, the researcher begins by identifying and analyzing the core issues in the school environment. Observations and information gathering reveal that students struggle with speaking skills, often remaining passive and unresponsive, both during and outside of lessons. This diagnostic phase clarifies the need for a supportive media tool to encourage active student participation and improve oral communication skills.

The Design stage involves creating a media-based learning tool for Class VIII C students, selected for their engagement with the independent curriculum and their availability to participate without the added pressure of Final Level Summative Assessments (ASA). TikTok was chosen as the medium for this project, and it was designed to meet students' specific needs by encouraging them to practice speaking in front of a camera, fostering confidence and fluency in a way that can be shared publicly.

In the Develop stage, the TikTok-based instructional media undergoes validation by subject-matter experts and media experts to ensure its content relevance, user-friendliness, and educational impact. Adjustments are made based on expert feedback to optimize the media for its intended purpose.

Finally, the Disseminate stage involves a limited trial of the TikTok media with students at Takhfid Al Hidayat Middle School. Through these trials, the researcher assesses the tool's effectiveness in enhancing students' speaking abilities, gathers feedback, and makes final revisions before broader implementation. This systematic approach ensures that the developed media is both pedagogically sound and practical for real-world application.

3. FINDINGS AND DISCUSSION

3.1 Design of a TikTok Media-Based Speaking Learning Model as an Effort to Strengthen the Profile of Pancasila Students

The rationale for using TikTok as a tool for teaching speaking skills at Takhfid Al Hidayat Middle School is grounded in several key reasons. First, TikTok is highly popular among teenagers, making it an engaging platform that can capture students' interest in learning. This relevance to the younger generation helps bridge the gap between traditional educational methods and the digital platforms

students frequently use. Additionally, TikTok's format as an interactive, short-video medium offers a dynamic way to enhance speaking skills through engaging and interactive content, which can make the learning process more appealing and effective. Finally, TikTok provides a unique opportunity to reinforce the values outlined in the Pancasila Student Profile; through thoughtfully curated content, students can practice and internalize core Indonesian values, such as mutual cooperation and appreciation of global diversity, fostering both their communication skills and their character development.

The goals of using TikTok as a learning tool at Takhfid Al Hidayat Middle School encompass multiple dimensions. Primarily, it aims to enhance students' speaking skills, helping them to communicate with greater confidence and clarity. Additionally, this approach leverages technology to make learning more engaging and relevant, aligning with students' interests in digital media. Beyond language skills, TikTok provides a platform for students to internalize and express Pancasila values through their own content, reinforcing core Indonesian principles such as mutual respect and national identity. Finally, this method promotes creativity and the development of digital skills, encouraging students to think innovatively while gaining hands-on experience with multimedia tools.

The basic principles guiding the use of TikTok as a learning tool are designed to foster both skill development and values. First, relevance is key, as the learning content aligns with students' daily lives through topics such as school cleanliness and waste management, making the material immediately applicable and meaningful. Interactivity plays a significant role, with students actively participating from the initial learning material to the creation of videos, ensuring engagement at every stage. Creativity is encouraged, as students are prompted to think innovatively during content creation, fostering original and imaginative expression. Importantly, Pancasila values are emphasized, as each activity integrates these national principles; students choose themes and content titles aligned with the Pancasila Student Profile (P5) theme, reinforcing cultural values. Finally, collaboration is fundamental, promoting teamwork and mutual support among students, as they provide feedback to peers and assist each other in video production.

The syntax for integrating TikTok into the learning process begins with an introduction phase, where TikTok is established as the primary learning medium and relevant learning resources are identified from library books. During the learning process, students actively participate by selecting a theme and title for their content, creating material independently, practicing in front of the class, developing strategies, filming, and ultimately uploading their videos. This hands-on approach encourages creativity, planning, and presentation skills. The evaluation phase involves expert validation to ensure educational quality, with Umi Rachmawati reviewing the content as a material expert, Alfiyandri assessing the media aspects, and Arif Setyawan evaluating language use, providing a comprehensive review of the learning outcomes.

In the Introduction on teaching module, the educator greets students and checks in on their well-being, inviting them to pray according to their individual beliefs. After taking attendance, the educator outlines the day's themes and activities, clearly explaining the goals in accessible language.

In the Core Activities, the educator distributes papers labeled with different P5 themes, and each student selects one. Students are then instructed to create a suitable title for their chosen theme and write a narrative about it. The educator selects four students to present their narratives to the class, encouraging peer feedback and asking them to reflect on any challenges they faced in crafting their content. For students who express self-doubt, the educator provides supportive guidance to help boost confidence.

Next, the educator organizes the class into five groups, assigning leaders randomly. Each group observes and discusses their assigned themes, decides on a presentation strategy, and then presents their findings to the class in an outdoor setting for an engaging change of environment. The educator facilitates a question-and-answer session to deepen understanding and encourages students to refine their narratives based on feedback. The concept of perspective is introduced, explaining how personal

experiences shape viewpoints. The educator then introduces TikTok as a medium for presenting their work, and guiding students on video creation. Each group collaborates to film their presentations.

In the Closing Activities, the educator and students summarize the key lessons from the session. A moral message highlights the relevance and accessibility of P5 themes in daily life, encouraging students to apply them. The session concludes with follow-up homework to reinforce learning.

3.2 Development of a Speaking Learning Model Based on Tiktok Media

3.2.1 Expert Validation and Trial of the Tiktok Media-Based Speaking Learning Model

At this stage, the researcher validated the instrument that had been prepared by involving three validators, material experts, media experts and language experts. Expert validation is carried out to observe all observational aspects contained in each expert's instrument, such as: (1) rational aspects, objectives, basic principles, syntax, evaluation and teaching modules, (2) aspects of content quality, delivery and style, visual and audio, pedagogy and methodology, effectiveness & impact, and (3) aspects of EYD rules, language evaluation, good language, body posture, intonation, tempo and voice.

Material expert validation was conducted to ensure the quality of the teaching module designed for TikTok-based speaking activities aimed at strengthening the Pancasila Student Profile. The material expert provided feedback, particularly noting that the module lacked clearly defined learning objectives and outcomes, which are essential for guiding instructional goals. The validator's comments indicated that while the module is generally suitable for trial, minor revisions are necessary. Specifically, the expert recommended adding labels for each activity in the module to improve clarity and organization within the instructional syntax.

In addition to material expert validation, media expert validation was conducted to assess the effectiveness of student videos on the TikTok platform. The media expert indicated that the product is generally suitable for testing but recommended minor revisions. Notably, subtitles were missing from the videos, which was identified as a critical area for improvement to enhance accessibility and comprehension. Another suggested revision involves increasing interactivity by including audience engagement, as the current videos feature only the students presenting without responses from their peers. These feedback points will be carefully considered by the researchers to improve the videos. Overall, aside from these elements, the media expert's evaluation of the videos was positive, affirming their readiness for further testing.

Table 1 Media Instrument Validation Results

No	Aspect	Average	Category
1.	Content Quality	5	Very good
2.	Delivery and Style	4.3	Good
3.	Visuals and Audio	3.3	Enough
4.	Pedagogy and Methodology	3	Enough
5.	Effectiveness and Impact	4.5	Good

Source: Media Instrument Validation Data

Based on table 1 above, it shows that for the content quality aspect, the average of 5 categories was very good, the delivery and style aspects with an average of 4.3 good categories, the visual and audio aspects with an average of 3.3 categories were sufficient, the pedagogy and methodology aspects with an average of 3 categories were sufficient and aspects of effectiveness and impact with an average of 4.5 in the good category. The conclusion of the validator for this media instrument is that all the features prepared have functioned as expected, so this media is suitable for field trials after minor revisions have been carried out. Students are ready and mature in delivering the material. Only in terms of editing students need to be retrained. The results of the media expert validator scores were 84 in the valid category (slight revision).

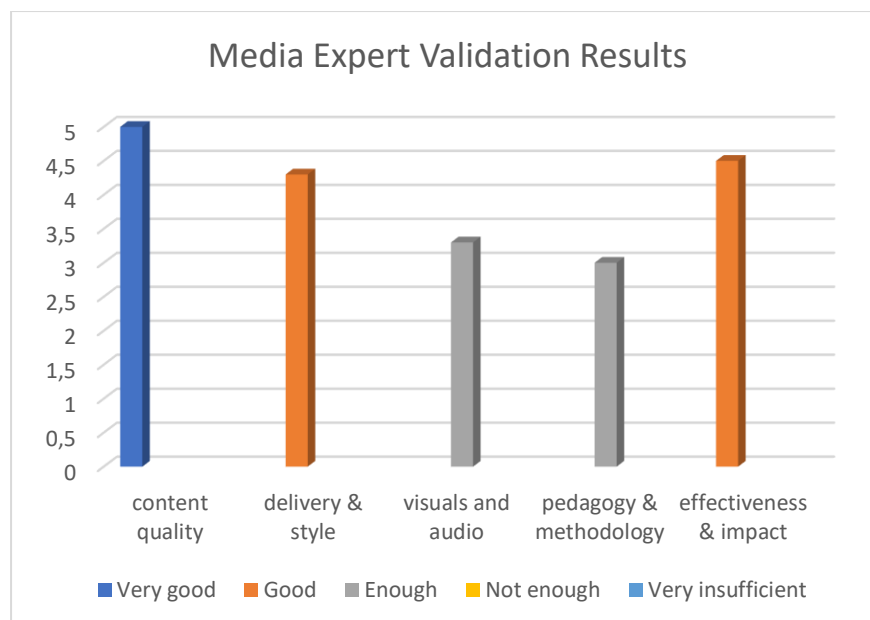


Figure 1. Bar Diagram of Media Expert Validation Results

Validator II suggested that the shooting position should be set first before taking the video, text should appear in each video (subtitles), the delivery of the material should invite the audience to participate in interaction, and a title for each video should be created. The following are the results of the researcher's revisions after validating media experts.

Language Expert Validation : Apart from validation by material and media experts, this research was also carried out by language validators. Language validators are carried out to assess language aspects in the content of students' videos. Referring to the table above explains that this product is suitable for testing with very valid results. In this validation, there was a suggestion that some of the students' videos had a sound volume that was too low. The rest of the language aspects can be considered good.

3.2.2 The Effectiveness of the Tiktok Media-Based Speaking Learning Model as an Effort to Strengthen the Profile of Pancasila Students

Small Group Trial : Pretest and posttest assessment of students = Based on the results of the analysis, it can be seen that the TikTok media-based speaking learning model can improve speaking skills from the lowest 15% to the highest 84%. The average result of speaking skills before the action reached 55 and after the action was carried out in class using TikTok media there was an increase of 81. This increase illustrates that students felt better in speaking after using the TikTok media.

Table 2 Output Paired Sample Statistics Effectiveness

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	55.73	22	2.640	.563
	AFTER	81.41	22	8.393	1.789

Table 2 shows the pretest and posttest mean scores. Of the total number of respondents, 22 students obtained different average pretest and posttest scores. The pretest mean score was 55.73 and the posttest mean score was 81.41. So the posttest average value is greater than the pretest average value. This shows an increase in students' speaking abilities. Thus, it can be concluded that the use of the Tiktok media-

based speaking learning model at Takhfid Al Hidayat Middle School is significantly effective in strengthening the profile of Pancasila students.

Table 3 Output Paired Sample Statistics Differences in Model Use

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	BEFORE - AFTER	-25.682	9.126	1.946	-29.728	-21.636	-13.200	21	.000

Table 3 highlights the impact of using a TikTok media-based speaking learning model to strengthen the Pancasila Student Profile. The analysis output shows a Sig. (2-tailed) value of 0.000, which is less than the 0.05 threshold ($0.000 < 0.05$). Consequently, H_0 is rejected, and H_a is accepted, indicating a significant difference in students' speaking abilities before and after implementing the learning model. This suggests a notable improvement in students' speaking skills following the use of the TikTok-based model. Thus, it can be concluded that the TikTok media-based speaking learning model is effective in reinforcing the Pancasila Student Profile at Takhfid Al Hidayat Middle School. This assessment was conducted by Indonesian language subject educators, who evaluated student performance before and after the TikTok-based lecture activities.

Table 4 Results of the Assessment Analysis of the Tiktok-Based Speaking Learning Model from Educators

No	Student Name	Pretest	Posttest
1	AH	53	93
2	AZ	66	80
3	AIM	46	76
4	AUL	53	86
5	ANL	60	86
6	BFAE	56	90
7	CR	50	96
8	FSR	60	90
9	HA	66	93
10	IAC	60	86
11	KS	56	86
12	LN	50	73
13	NAA	56	76
14	NA	50	76
15	NMA	56	86
16	NMR	53	73
17	NR	46	86
18	RAK	56	90
19	RKRA	56	90
20	SII	56	86
21	SMNJ	56	83
22	TAF	50	60
Average		55	83

Based on the results of the analysis of the table above, it can be seen that the TikTok media-based speaking learning model can improve speaking skills from the lowest 20% to the highest 85%. The average result of speaking skills before the action reached 55, and after the action was carried out in class using TikTok media, there was an increase of 83. This increase illustrates that the use of TikTok media is effective for speaking skills. Apart from the assessment results above, researchers also conducted interviews after learning with Indonesian language subject educators. Following are the results of the interview: "After seeing students talking via TikTok media, I saw that some children had abilities that during teaching and learning activities were normal, even never visible. However, when learning media via TikTok is carried out, children's abilities look extraordinary."

Teaching and learning activities are still conventional with lectures and are still centered on educators, making students less active in participating in learning activities, that is the problem that mostly occurs at Takhfidh Al Hidayat Middle School. This happens because educators do not use appropriate and interesting learning models. One learning model that creates interaction in activities is lecturing using TikTok media. With interaction between students, speaking skills grow in students. This speaking skill is the ability to pronounce words, compose sentences, convey opinions orally so that the application of this model is considered effective in Indonesian language material, especially in lecture material. This TikTok media-based speaking skill has advantages, including involving all students to participate in the process. Starting from determining the theme - determining the title to taking the video, educators can evaluate students' understanding through observing students when taking videos, creating an enjoyable learning experience, and students' language can be developed into good language so that it is easy to understand. Lectures based on TikTok media also have weaknesses such as requiring a cellphone, video taking equipment, extra supervision. Once the weaknesses of this model are known, educators can anticipate failure in activities by minimizing weaknesses. These strengths and weaknesses are one of the factors in which the results of each researcher are different, but it can also be due to other factors such as internal and external factors. Internal factors such as problems that arise within the students themselves, for example some students were sick when taking a video. External factors, for example, from the school environment and the subjects used by researchers, are different. Even though the results vary, this learning is very effective in using Indonesian language material.

Researchers assessed students who participated in TikTok-based lecture lessons to evaluate changes in their speaking skills. The educator instrument results before and after implementing the product reveal significant improvement: initially, the effectiveness of the TikTok media-based speaking model ranged from 21% to 50%, with an average speaking skill score of 34.8 before implementation. After implementation, this average increased to 57.2. Additionally, the participant educator instrument results showed an increase from 8% to 40% in effectiveness, with an average speaking skill score rising from 59.5 before the product action to 91 afterward. These findings indicate that the TikTok media-based learning model substantially enhances students' speaking skills.

Table 5. Output Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	59.57	7	8.203	3.100
	AFTER	71.71	7	5.678	2.146

Table 5 shows the pretest and posttest mean scores. Of the total number of respondents, 7 students obtained different average pretest and posttest scores. The pretest mean score was 59.57 and the posttest mean score was 71.71. So, the posttest average value is greater than the pretest average value. This shows an increase in students' speaking abilities. Thus, it can be concluded that the use of

the Tiktok media-based speaking learning model at PGRI Tempuran Middle School is significantly effective in strengthening the profile of Pancasila students.

Table 6. Output Paired Samples Test

	Paired Samples Test							
	Paired Differences			95% Confidence Interval		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1 BEFORE - AFTER	-12.143	6.568	2.483	-18.218	-6.068	-4.891	6	.003

Table 6 shows that there are differences or influences in using the Tiktok media-based speaking learning model to strengthen the profile of Pancasila students. Based on this output, the Sig value. (2-tailed) of 0.003. So the Sig value. (2-tailed) $0.003 < 0.05$, then H_0 is rejected, and H_a is accepted. H_a accepted means there is a significant difference before and after using the learning model, and there is an increase in students' ability to speak. So it can be concluded that the Tiktok media-based speaking learning model as an effort to strengthen the profile of Pancasila students is effectively used widely.

Table 7. Results of Research Instruments After Product Implementation

No	Student Name	Value
1	ZSNK	73
2	MA	80
3	SA	53
4	KH	93
5	DA	53
6	DNA	53
7	AR	86
Amount		491
Average		70

Table 7 reveals that the students achieved an average score of 70. While this score indicates a moderate level of proficiency, it also suggests room for improvement. The current average reflects that a considerable number of students have not yet reached a high level of mastery, indicating that further support and adjustments in the learning approach may be necessary. This finding underscores the potential need for additional instructional strategies or reinforcement to help more students achieve higher proficiency in the targeted skills.

Discussion

This research on TikTok-based speaking learning media employs the 4D development model (Define, Design, Develop, and Disseminate) with the objective of producing short lecture videos to enhance speaking skills in Indonesian language classes for Grade VIII C students. The Define stage involves analyzing development needs, assessing requirements to meet user needs, and selecting the most suitable research and development model for product creation. The Design stage focuses on drafting the initial media framework for classroom use. In the Develop stage, expert validators assess and refine the media to ensure it meets educational standards, ultimately producing a polished learning tool. The Disseminate stage concludes the process by distributing the developed media for practical

classroom application (Wicaksana, Lukman, & Siburian, 2021). Each of these stages was meticulously implemented to ensure the model's success through to the dissemination phase. This study aims to examine the design and development process of the speaking learning model and evaluate its effectiveness in enhancing speaking skills through TikTok-based media, ultimately supporting the strengthening of the Pancasila Student Profile.

Design of TikTok-based learning media

The design for developing TikTok-based learning media was carried out using several elements, including (Karimah, Rollie C. Deporos, Kustiawan, & Twinsari Maningtyas, 2022; Ningsih, Yuliana, & Ikhsanudin, 2023) 1) Rational: because the students were passive in learning, the researcher developed a speaking learning model based on TikTok media with the result of a short video content product related to the learning, namely P5. (2) Objective: researchers have formulated a design for a speaking learning model based on Tiktok media which has been developed in learning Indonesian language subjects in class VIII C of Takhfid Alhidayat Middle School. The result of this development was an increase even at a moderate level. 3) Basic Principles: this research was validated by several experts, namely learning material experts, media experts and language experts. Material experts say this learning model is valid but still needs revision. The revision is in the form of a component that does not yet have clearly outlined details. The researchers have straightened out the revision from this expert by providing names for each activity. Media experts explained that the students' video content was valid but slight revisions in the form of subtitles were included, there were titles for each video and the presentation of the material should encourage the audience. Apart from material experts and media experts, this development was also assessed by language experts who stated that this development was very valid to be carried out with suggestions that the sound volume should be paid attention to because there are several videos where the sound volume is too low. (4) Syntax: contains the steps in implementing the learning model in the form of teacher and student activities. Educators formulate learning objectives, namely creating video content in the form of lectures. Educators and students also determine learning resources. Learning resources can be taken from the P5 theme, any books in school subjects, the internet and experiences students have already had.

The stages for educators and students are: a. Educators convey the terms that students must choose to prepare in advance. These terms are terms from P5 (Pancasila Student Profile Strengthening Project) which are found in six porins. b. Each student takes one term to be discussed. c. Students determine the title of the term taken. d. The students prepare the material according to the title taken. e. Students prepare a strategy for how the material will be delivered. f. Students practice in front of the class before presenting it to the general public (merdia). g. Educators and other students will provide responses to what has been conveyed. h. Educators provide directions and materials regarding the use of TikTok media. i. Students are ready to deliver their lectures in front of the audience (merdia)/ready to be video takers. (5) Evaluation: after this research action has been carried out, there are several evaluations, namely, innovative and effortful educators are needed in this learning, video content can be added in the form of an invitation to apply the P5 theme, create a social campaign through hashtags and (6) Teaching modules: the product of a guidebook that researchers designed to help guide and teach in a systematic and structured manner (Agustini, Santyadiputra, & Sugihartini, 2020; Nguyen, 2022; Rahman, Ma, Bala, & Jassin, 2022)

Development of Learning Models

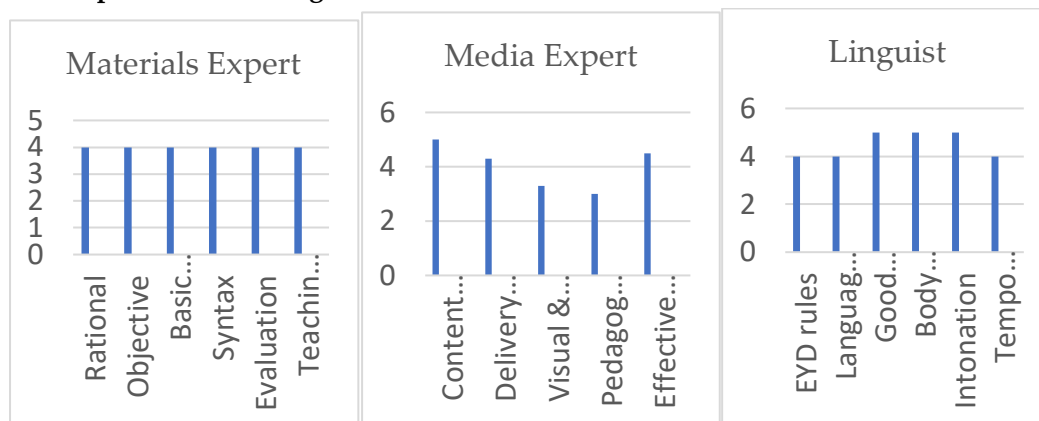


Figure 2 Diagram of Expert Validation Results

Referring to Figure 2, the validation results from experts explain that learning to lecture using Tiktok is said to be valid, with an average score of 4.1 in the good category. This validation shows that it is worth testing.

Effectiveness of the Learning Model

The researchers conducted small-scale trials to assess the effectiveness of the TikTok-based speaking learning model. Initial results showed a significant improvement, with a pretest average score of 55.73 and a posttest average score of 81.41, indicating a marked enhancement in students' speaking skills. This improvement suggests that the TikTok-based model at Takhfid Al Hidayat Middle School is notably effective in strengthening the Pancasila Student Profile through engaging and interactive methods.

For a broader validation, the trial was expanded to include additional respondents, with seven students participating. In this larger sample, the pretest average score was 59.57, increasing to 71.71 in the posttest, once again demonstrating that the TikTok media-based model is effective in improving students' speaking abilities and supporting Pancasila values, this time at PGRI Tempuran Middle School. A T-test confirmed the model's effectiveness, showing a statistically significant difference between pretest and posttest scores across both trials.

However, some obstacles during the research impacted trial outcomes. Different schools faced unique challenges that affected implementation and results, necessitating varied approaches to address these issues. For instance, educators who showed limited engagement impacted the effectiveness of the curriculum, which requires teachers to be proactive in driving student progress. Additionally, the expanded trial coincided with the ASAT (End of Year Summative Assessment), reducing student engagement due to competing priorities. Furthermore, this teaching method requires substantial time to be effective, underscoring the need for careful scheduling in future implementations to maximize its impact.

4. CONCLUSION

The findings from this research indicate that the TikTok-based speaking learning model significantly enhances students' speaking skills, with a small-scale trial showing an increase from a pretest average of 55.73 to a posttest average of 81.41, and an extensive trial revealing an increase from a pretest mean of 59.57 to a posttest mean of 71.71. These results suggest that this digital learning approach is effective in strengthening the Pancasila Student Profile by fostering speaking proficiency and character development. The study contributes to the broader field of language education by demonstrating the potential of technology-based, interactive learning tools to create adaptive and engaging learning experiences tailored to student needs. However, the research was limited to specific

school environments and sample sizes, which may affect the generalizability of the findings. Future research could expand this model across diverse educational contexts and explore its long-term effects on student engagement and learning outcomes. Additionally, investigating how TikTok-based learning can integrate further advancements, such as artificial intelligence for personalized feedback, could provide deeper insights into technology's role in language education.

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