Development of Non-test Learning Instrument Media Based on TikTok Application in the Literary Expression Course

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Abstract. This development research aims to produce a non-test instrument in the form of a questionnaire which will later be used to test the feasibility of learning media based on TikTok application in the Literary Expression course. The research method used in this research is Research and Development (R&D) in which there are 4 stages, namely defining, designing, developing and disseminating. The questionnaire made will be tested for feasibility by validators through Content Validity (CV) calculation. The non-test instrument that will be tested for feasibility in this study consists of 7 instruments, namely a lecturer needs analysis questionnaire, a student needs analysis questionnaire, a material expert questionnaire, a media expert questionnaire, a user response questionnaire on the media, an observation sheet for reading short stories and poetry. The results of CV calculation on the non-test instrument are: 0.75 for the lecturer needs analysis questionnaire, a score of 1 for the student needs analysis questionnaire, a score of 0.85 for the material expert questionnaire, a score of 0.875 for media experts, and a score of 1 for the user response questionnaire. As for the short story and poetry observation sheets, both obtained a CV score of 1. The results of the CV score indicate that the content validity of the seven questionnaires is feasible to be used as a research data collection tool in the development of learning media based on TikTok application.

Keywords: Non-Test Instruments · CV Test · Tik Tok Application Learning Media

1 Introduction

Media has limitations in the form of intermediaries that can be used by someone so that ideas and opinions can be spread conveyed to a person or group they are targeting [1]. Furthermore, Media is a tool to provide incentives for students so that the learning process occurs [2]. This statement is in line with the opinion of Kustandi et al. (2011) who states that learning media are intermediaries or messengers from the sender to the recipient of the message [3]. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information.

The conclusion on learning media put forward by Gerlach and Ely (in Arsyad 2016) who states that the actual media, if understood properly, includes humans, materials and events that will give students insight into knowledge, skills and attitudes [1]. This statement is supported by Susanto (2012) who says that learning media is anything that can help students and teachers to achieve learning goals [4]. One of the learning media that is in accordance with the characteristics of alpha generation children is digital-based learning media.

The use of digital technology in the education system can construct ways of learning, increase competence and develop students' skills in various aspects. This is certainly an opportunity for educators to carry out the learning process by utilizing contemporary technology as an interactive learning medium in the eyes of students such as TikTok application. Tik Tok is an application that is being loved by all ages and circles based on an audio-visual system that focuses on the user experience in editing videos. Imron (2018) says that Tik Tok is the most entertaining application category [5].

The dominant users of TikTok application in Indonesia are millennial children, still in school, or commonly referred to as Generation Z [6]. In addition, Adawiyah (2020) said TikTok application is an audio-visual-based application that allows someone to help express themselves on social media [7]. The form of self-expression here can be done in many ways, whether it's making videos that can increase creativity, making lpsyncs or making challenge videos that can foster self-confidence.

The advantage of TikTok application compared to other video sharing applications is that this application has unique and diverse filter features that can provoke user creativity. In addition, there are challenges in TikTok application so that fellow users are motivated to be creative and innovative in creating videos. The watermark contained in this application is the id of each user which makes it exclusive and unique. This application is increasingly becoming an application that has more positive value for its users and is relevant to be used as a learning medium. The pandemic situation makes outside activities limited, with TikTok application, everyone can show their existence in a fun way, and the use of this application can also be done in the learning process. One of them is in the literary expression course. In this course, students express works of prose, drama, and also poetry.

Oemarjati (1992) said that the purpose of teaching literature is basically to carries out an effective mission, namely enriching students' experiences and making them (more) responsive to the events around them [8]. The ultimate goal is to cultivate and to develop sensitivity to human problems, recognition, and respect for values – both in individual and social contexts." In learning literature, students are required to be able to appreciate literary works.

The latest research on TikTok application was carried out by Lira Hayu A.M. (2021) entitled Student Responses to TikTok Application as Indonesian Language Learning Media [6]. The results of the study show that first, most students think that TikTok application is a good, profitable and entertaining application. Second, students strongly agree that TikTok is used as a learning medium. Third, there are several basic competencies of learning Indonesian that students have watched from TikTok, namely narrative text, procedure text, exposition text, explanatory text and anecdotal text, although not all students have watched the text on TikTok. Fourth, because of its easiness to apply and variety of

features, TikTok application can be used in learning Indonesian. The previous research showed that the application of TikTok application learning media got good results and responses.

The use of TikTok application as a learning medium in the Literary Expression Course is one way for students who are millennials who are familiar with this technology to become interested and ultimately motivated in learning activities, therefore the first step in developing learning media is to prepare research instruments. In this study, the instrument developed was a non-test instrument in the form of a questionnaire and an observation sheet which would be tested for feasibility by the validators.

2   Method

The purpose of this study was to produce a product in the form of non-test instruments in the form of questionnaires and observation sheets. Therefore, it should be noted that this research was only carried out until the development stage. This research refers to the 4D (four-D) research and development model where Thiagarajan (1974) said that the 4D research and development model consists of 4 main stages, namely defining (define), design (design), development (develop) and dissemination (disseminate) [9]. However, referring to the research objectives, the main stages carried out in this research are only to develop.

It is necessary to prepare valid instruments that were used in collecting research data. Notoatmodjo (2010) also suggests that research instruments are tools that will be used to collect data, this research instrument can be in the form of an observation form scale, other forms related to data recording and so on [10]. This is supported by Arikunto (2010) who argues that the instrument is a tool that is chosen and used by researchers in data collection activities so that these activities become systematic and can be facilitated by them [11].

The questionnaire product was tested for feasibility by validators 1 and 2, where there are 7 non-test instruments in the form of a questionnaire and an observation sheet tested for feasibility. The score given by the validator on the questionnaire instrument was guided by the content validity (CV) assessment. The minimum standard of eligibility based on CV is greater than 0.7. So if it is less than the score, it can be said that the questionnaire product is not suitable for use. The formula used is as follows.

$$CV = \frac{D}{A + B + C + D}$$

Information:

A = Number of irrelevant items from validator I and validator II.

B = Number of irrelevant items from validator I and relevant from validator II.

C = Number of items that are relevant from validator I and irrelevant from validator II.

D = Number of relevant items from validator I and validator II.

3   Results and Discussion

The development of a non-test instrument in the form of a questionnaire as a first step for further research in the form of developing learning media has produced a product in the form of seven questionnaires consisting of an instrument for analyzing the needs of lecturers, an instrument for analyzing the needs of students, an instrument for a material expert, an instrument for a media expert, and an instrument for users. In addition, there are also observation sheets for reading short stories and reading poetry. These instruments were assessed for feasibility by two validators. Furthermore, the assessment score is calculated by Content Validity (CV). The overall result can be concluded that the five non-test instruments in the form of a questionnaire are suitable to be used as a tool to collect data in further research, namely the development of crossword puzzle learning media. The following is an explanation of the stages of carrying out research using the Research and Development (R&D) method that the researcher has done.

3.1   Define

At this stage, a needs analysis will be carried out on questionnaires and observation sheets. In the material expert questionnaire, there is material for literary expressions related to TikTok application. This questionnaire, when its feasibility has been validated, was used to determine the feasibility of the literary expression material transformed into TikTok application. In addition, there is also a media expert questionnaire in which there are points regarding the appearance, usability, and effectiveness of the media. Next is a user response questionnaire in which there is a statement about the user's response. In addition to the questionnaire, there is also an observation sheet for the assessment of poetry readings and short story readings.

3.2   Design

At this stage the statement items in the questionnaire and observation sheets are designed and presented. The statements presented are relevant to the development of media, where the questionnaires and observation sheets used in further research. The poetry reading observation sheet consists of 5 assessment aspects, while the questionnaire consists of 6 statement items. Furthermore, the short story reading observation sheet has 6 aspects of assessment and the questionnaire contains 6 questions.

3.3   Development (Develop)

The questionnaires and observation sheets that have been compiled are then submitted to the validator whose results from the assessment will be calculated for content validity to determine the feasibility of the questionnaire and observation sheet that the researcher made. The following are the results of calculating content validity from questionnaires and observation sheets using the $CV = D / A + B + C + D$ formula.

Table 1. Results of Validation of Needs Analysis Instruments for Lecturers

VALIDATOR 1		VALIDATOR 2	
RELEVANT	IRRELEVANT	RELEVANT	IRRELEVANT
1, 2, 3, 4, 5,	6	1, 2, 3, 4, 5, 6,	-

Table 2. Results of Validation of Needs Analysis Instruments for Students

VALIDATOR 1		VALIDATOR 2	
RELEVANT	IRRELEVANT	RELEVANT	IRRELEVANT
1, 2, 3, 4, 5, 6, 7	-	1, 2, 3, 4, 5, 6, 7	-

Table 3. Results of Validation of Material Validation Instruments

VALIDATOR 1		VALIDATOR 2	
RELEVANT	IRRELEVANT	RELEVANT	IRRELEVANT
1, 2, 3, 4, 5, 6, 7, 8, 9. 10,	-	1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	9, 10

Based on the data in the Table 1, the CV calculation results show the final score for the lecturer needs analysis questionnaire is 0.75. Here are the details 6 / 0 + 0 + 2 + 6 = 0.75. Validator 1 chose statement item no. 6 to be irrelevant while validator 2 stated that all items were relevant. The results obtained are greater than 0.7, which means that the needs analysis questionnaire for lecturers is appropriate to be used as a data collection tool in research. Table 2 shows the results of the validation of the needs analysis instrument for students.

The Table 2 shows that validator 1 and validator 2 have the same opinion regarding the needs analysis questionnaire for students. There are no irrelevant items. From the Table 3, it can be calculated CV as follows: CV = 7 / 0 + 0 + 0 + 7 = 1, which means that this questionnaire is suitable to be used as a tool to collect research data. Furthermore, the results of the validation of the material validation instrument will be explained.

There are differences in the assessments made by validators 1 and 2. Validator 2 chose no. 9 and 10 to be irrelevant to the material. Therefore, the conclusion of the CV calculation is as follows. 12 / 0 + 0 + 2 + 12 = 0.85. These results indicate that with a CV value of 0.85, the material validation questionnaire is feasible to be used in collecting research data. The following will explain the results of the validation of the media validation instrument.

Table 4. Results of Validation of Media Validation Instruments

VALIDATOR 1		VALIDATOR 2	
RELEVANT	IRRELEVANT	RELEVANT	IRRELEVANT
1, 2, 3, 4, 5, 6	-	1, 2, 3, 5, 6	4

Table 5. User Instrument Validation Results

VALIDATOR 1		VALIDATOR 2	
RELEVANT	IRRELEVANT	RELEVANT	IRRELEVANT
1, 2, 3, 4,	-	1, 2, 3, 4,	-

Table 6. Results of Instrument Validation on observation sheets for reading short stories and poetry

Poetry		Short Story	
RELEVANT	IRRELEVANT	RELEVANT	IRRELEVANT
1, 2, 3, 4, 5	-	1, 2, 3, 4, 5	–

From the Table 4, there are items that are not relevant, namely item number 4. The results of the CV calculation from the two validators are as follows $CV = 7 / 0 + 0 + 1 + 7 = 0.875$. This result is greater than 0.7, meaning that this media validation instrument is feasible to use.

Based on the Table 5, it can be seen that there is no difference between validator 1 and validator 2. From these data, $CV = 7 / 0 + 0 + 0 + 7 = 1$. So it can be concluded that the questionnaire is n feasible to use. The following will explain the results of the validation of the observation sheet for reading short stories and poetry.

The results Table 6 the CV assessment on the poetry reading observation sheet by validators 1 and 2 show similarities where there are no irrelevant observation items related to short story reading. This result is the same as the poetry reading observation sheet. The following is the calculation of the CV value $CV = 5 / 0 + 0 + 0 + 5 = 1$ which shows that these two observation sheets are feasible to use. Table 7 shows the conclusions of all CV calculations on 5 questionnaires and 2 observation sheets.

Table 7. Results of Content Validity of Non-Test Instruments in the Form of Questionnaires and Observation Sheets

Instrument	Items	CV	Conclusion
Lecturer needs analysis	6	0,75	Valid
Student needs analysis	7	1	Valid
Material validation by expert	10	0,85	Valid
Media validation by expert	6	0,875	Valid
User validation	4	1	Valid
Validation of short story observation	5	1	Valid
Validation of poetry observation	5	1	Valid

4   Conclusion

The development of non-test instruments through CV calculations in this study aims to determine the feasibility of the questionnaires and observation sheets made. The non-test instruments that were tested for feasibility in this study consists of 7 instruments, namely a lecturer needs analysis questionnaire, a student needs analysis questionnaire, a material expert questionnaire, a media expert questionnaire, a user response questionnaire on the media, an observation sheet for reading short stories and poetry.

The results of the CV calculation on the non-test instrument are: 0.75 for the lecturer needs analysis questionnaire, a score of 1 for the student needs analysis questionnaire, a score of 0.85 for the material expert questionnaire, a score of 0.875 for media experts, and a score of 1 for the user response questionnaire. As for the short story and poetry observation sheets, both obtained a CV score of 1. In conclusion, the non-test instrument developed was included in the appropriate category so that it could be used as a tool in collecting research data.

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