

The Application of TikTok in Instructing Grade 7 Students' Thai Traditional Dancing Art

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Received: April 26, 2022 Accepted: May 27, 2022 Published: June 8, 2022

doi:10.5296/jei.v8i1.19800 URL: <https://doi.org/10.5296/jei.v8i1.19800>

Abstract

The influence of social media on education has been glowing in the last decade, and it shows a potential path to develop learners' practical skills. The purposes of the study were to investigate the effectiveness of TikTok as a supportive activity on grade 7 students' Thai traditional dancing art learning achievement and to investigate the students' satisfaction with the learning activity of TikTok in a Thai traditional dancing art classroom. The participants were 35 grade 7 students in a public school in Thailand. They were selected using a cluster sampling method using their section as the main sampling criteria. The instruments were learning management designed using the model of teaching practical skills with TikTok activities, a Thai traditional dancing art evaluation form, and a satisfaction questionnaire. The data were analyzed using percentage, mean score, standard deviation, single sample t-test, and effectiveness index with the determining criterion of 80. The study's findings indicate that the integration of Davies' practical skill instruction approach and TikTok application helped develop the Thai traditional dancing art performances of the participants and it led to a satisfying learning experience for students. Therefore, teaching staff should consider using social media in performing art instruction. Likewise, the result also benefits scholars who seek to understand the impact of social media on practical skill development.

Keywords: Social media, Thai traditional dancing art, Practical skill instruction

1. Introduction

Traditional performing art is one of the intangible cultural heritages transferred through societies from time to time. Lenzerini (2011) explained the terms intangible cultural heritages (ICH) as the cultural knowledge of art performances such as folk music, traditional dancing arts, traditional art performances, etc. Unesco (2011) pointed out that the importance of these traditional performances could be on their role as representatives of the historical background of humans and the connection of cultures. To explain, a traditional arts performance could illustrate how culture originated, transformed, and connected. It tells stories of people from generation to generation. Therefore, the intangible cultural heritages are worth studying and preserving.

Given the importance of intangible cultural heritages, governments around the globe include the like of folk music and traditional dance in their core curriculum. In Thailand, “Natsin” [nat3.sin]—Thai traditional dancing art is also included in the Thai core curriculum (Ministry of Education, 2008). In detail, Thai traditional dancing combines graceful body movements with exquisite costumes and music. Traditional Thai dance culture has a long and illustrious history. It was heavily influenced by Indian culture during its formative years. Until the twentieth century, Thai classical dance was restricted to the Royal Court; however, it is now open to the public (Boonserm, 2016). Thai traditional dancing art courses are added to the core curriculum as a body movement development and transplantation of soft culture in the country.

However, the mutual problem of traditional cultures around the world is the disruption and contemporization of cultures due to advanced technology. Traditional culture as intangible heritage is at a risk to vanish. Yu and Miller (2003) suggested that generational gaps influence how people perceive traditional arts and cultures. Likewise, Boonsong (2017) agreed with the adaptation of Thai traditional dancing art to preserve the culture. According to the author, the adaptation of the performing art could not be avoided in the 4.0 era. Stakeholders should be aware that flexibility is not to ruin the value of art but to make it survive in the world of changes. Therefore, flexibility and adaptation to the modern world could also be considered in designing a learning material in a traditional performing art classroom.

Apart from serving as a source of entertainment and information, social networking sites have infiltrated numerous fields of educational practices and processes. It altered the way young people think, act, behave, and live while serving as the most effective mode of communication and entertainment (Vengaluvakkal, 2019). Students can create, edit, and share course content via social media and mobile devices in textual, video, or audio formats. These technological advancements result in the emergence of a new type of learning culture, one founded on the principles of collaborative exploration and interaction (Selwyn, 2012). With this principle, social media could be an alternative to teaching Thai traditional dancing art.

TikTok is an arising social media platform that is popular among new generation students. According to the information declared on its official website, the platform has more than 200 million active users across Europe and America in 2020. According to Bresnick (2019), TikTok is defined as a “virtual play structure: a recreational space manifested in electronic

media” Virtual play structures (*i.e.*, virtual playgrounds) are digital experiences that replicate physical playground experiences in the modern era. As forms of play, virtual playgrounds provide quick video creation and sharing workflows (*e.g.*, Apple Photo Booth, YouTube) These enhanced editing features include speed controls in-camera, image tracking composites, collaborative split screens, and a condensed video timeline. Considering the need in developing Thai traditional dancing art teaching and the potential of TikTok as a social media platform that could benefit students’ learning, we employed the platform in Thai traditional dancing art as a tool to develop student learning achievement and cause positive attitudes toward traditional culture learning.

2. Literature Review

2.1 Principles in Teaching Performing Arts

Arts-related subjects such as music, dancing, drawing, sculpturing, etc need a specific instructional method that allows learners to both comprehend the concept of the course and practice physical movement of the body to portray the artistic value of the subjects. In teaching and performing arts, learners need to understand how a movement expresses meaning and practice using it to perform the sets of dances or actions. Davies (1971) presented 5 principles in instructing the psychomotor domain. The core principle is to let learners acquire sub-skills and make connections between them to form practical skills. The detail of each process could be seen below.

2.1.1 Demonstration of Practical Skills

The first stage of teaching practical skills starts with a demonstration. Teachers might perform the skills to show the whole picture of the skills to students. For example, the movements in Thai traditional dancing art are performed with a speed that can show the detail of the movement to learners. Teachers should instruct the students to observe each body movement closely.

2.1.2 Demonstration of Sub-Skills

After learners are exposed to practical skills, teachers could divide the whole movement into sub-skills and demonstrate them to the students. For example, a dancing movement consists of 3 stages of movement. Each movement should be demonstrated separately to let learners understand the structure of the dance.

2.1.3 Practice of Sub-Skills

In this stage, learners are allowed to practice the sub-skills. Teachers change their roles to be commentators.

2.1.4 Teaching of Techniques

Learners start to perform the sub-skills without the instruction or demonstration of the teachers. Techniques that could give more artistic value to the performances can be instructed.

2.1.5 Making Connections of Sub-Skills

When students successfully practice performing sub-skills, teachers encourage them to make connections between them to perform the whole set of the performance.

It can be seen that learners can learn from observing the teacher's movements, practicing sub-skills with the feedback, and making connections of the sub-skills. Therefore, the principle is supported by the notion of observational learning, constructivism, and connectivism

2.2 Potential of TikTok in Teaching Performing Arts

Bresnick (2019) describes Tiktok as a social media platform with the function to recreate videos using the techniques such as the substitution of sounds, backgrounds, and other videos. The function that can be beneficial in teaching performing arts is the "duet" where users are allowed to post their video side-by-side with a video from another creator on the platform. A duet contains two videos on a split-screen that play at the same time. In this function, teachers could post a video of sub-skills on their account and ask learners to imitate the movements and use the duet function of TikTok. The application would show the performances of teachers and learners on the split-screen. This way the differences in movements could be spotted and it could benefit both teachers' assessment and students' learning.

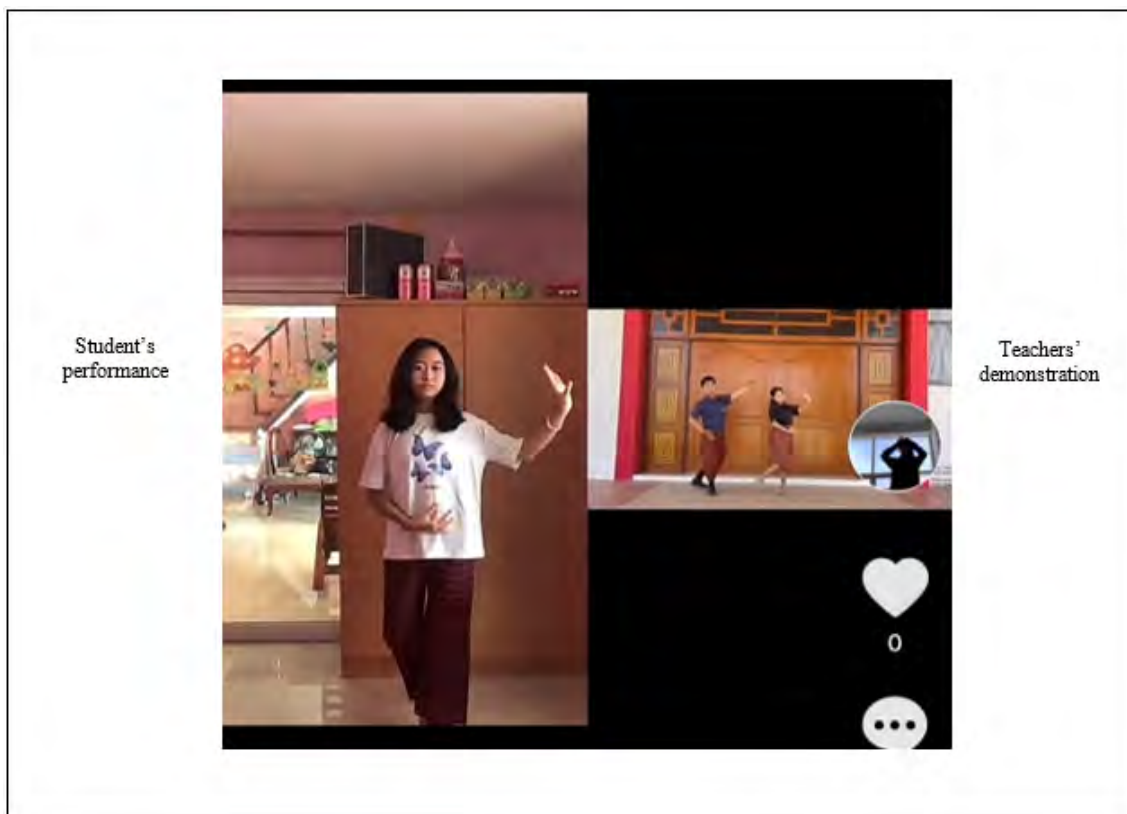


Figure 1. Duet function in teaching performing arts

2.3 Previous Studies

It can be seen that specific functions of social media platforms can be used in teaching art art-related subjects. Scholars have put attempted to utilize social media in arts, (Castro, 2012) music (Albert, 2015), and dancing (Berg, 2020; Buck-Pavlick, 2021; Kico & Liarokapis, 2022; Zahid & Sallehuddin, 2020). For example, Buck-Pavlick (2021) used social media in teaching virtual dance classes during the covid 19 pandemic and found that it could increase student engagement and enthusiasm while also creating a fun virtual learning environment for both students and teachers. Moreover, Kico and Liarokapis (2022) developed an augmented reality (AR) to show the movement of traditional dance. Students can look closely at the movement in the dance and develop their performances. Similarly, Zahid and Sallehuddin (2020) use social media platforms such as Facebook, Youtube, Instagram, and Tiktok as a medium to present students' dance performances. Students benefited from feedback from viewers, peers, and teachers and improved their performance. It could be seen that social media can be used as an effective dance teaching tool around the globe as it could bring about the development of students' performances and a desirable class atmosphere. The current study; therefore, employed Tiktok—one of the popular social media platforms among the young generation, in teaching Thai traditional dancing art in the process of practical skill teaching presented by Davies (1971). The purposes of the study were to investigate the effectiveness of TikTok as a supportive activity on grade 7 students' Thai traditional dancing art learning achievement and to investigate the students' satisfaction with the learning activity of TikTok in a Thai traditional dancing art classroom.

3. Methodology

3.1 Research Design

The experiment was conducted in a single group. To design learning management activities, TikTok was employed with 5 processes of practical skill teaching. The participants' Thai traditional dancing art performances while learning and at the end of the experiment were used to indicate the effectiveness of the social media platform. Additionally, the student's level of satisfaction with the learning experiences with TikTok was assessed.

3.2 Participants

The participants were 35 grade 7 students in a public school in Thailand. They were selected using a cluster sampling method using their section as the main sampling criteria. They took the Basic Thai Traditional Dancing art course. The participants took a semester (12 hours) learning with the learning management designed using the model of teaching practical skills (Davies, 1971) with TikTok activities. They were treated anonymously.

3.3 Instruments

The instruments were learning management designed using the model of teaching practical skills with TikTok activities, a Thai traditional dancing art evaluation form, and a satisfaction questionnaire. In detail, the learning management was designed using the model of teaching practical skills with the integration of TikTok in the design of learning activities. It consists of

6 learning plans of 12 hours. The main content related to the basic movements in Thai traditional dancing art used in 3 standard songs. The detail of each process of teaching could be seen in table 1. The Thai traditional dancing art evaluation form consists of 4 aspects of accuracy, rhythm correlation, aesthetics, and unity. The evaluation accounts for 12 full marks for each song. The validity (IOC = 0.8-1.0) and reliability ($\alpha = 0.83$) of the form were at an acceptable level. The questionnaire consists of 15 positive statements related to learning Thai traditional dancing art with the designed learning management. The statement validity (IOC = 0.8-1.0) and the questionnaire reliability ($\alpha = 0.65$) were at a statistically acceptable level.

Table 1. Teaching processes

Davies's (1971) practical skill instruction	Integration of TikTok
Demonstration of practical skills	The whole movement was recorded and uploaded into Tiktok by teachers.
Demonstration of sub-skills	Each section of movements was separately recorded and uploaded into Tiktok by teachers.
Practice of sub-skills	Students were asked to use the duet function of the application to perform each section of the
Teaching of Techniques	Teachers further illustrated techniques used in performing each section.
Making Connection of Sub-skills	The students perform the whole movement and upload it into their TikTok accounts.

3.4 Data Analysis

The data were analyzed using percentage, mean score, standard deviation, single sample t-test, and effectiveness index with the determining criterion of 80/80.

4. Results

The study's first purpose was to assess the effect of learning management designed using the integration of the TikTok application in learning activities on Thai grade 7 students' performances of Thai traditional dancing art. The study's findings are discussed below.

Table 2. The participants' performance after learning with the learning management

N	\bar{x}	S.D.	df	t	Sig.
35	30.42	0.52	34	9.56	.01*

Note. $P < .05$.

The study's findings indicate that participants' performances of Thai traditional dancing art improved after they learned the learning management with the integration of the TikTok application compared to the criterion of 80. A single samples t-test indicates that the participants' performances of Thai traditional dancing art were higher ($\bar{x} = 30.42$, S.D. = 0.52) than the determining criteria, $t = 9.53$, $p = .01$. It could be interpreted that learning management designed using the model of teaching practical skills with TikTok activities could assist participants in attaining a level of ability that met the determining criterion.

Table 3. Process effectiveness of the learning management on the participants' performances of Thai traditional dancing art

Effectiveness	Full mark	\bar{x}	S.D.	Percentage
Process effectiveness (E_1)	120	99.69	0.87	83.07
Outcome effectiveness (E_2)	36	30.42	0.52	84.52
The effectiveness index (E_1/E_2) = 83.07/84.52				

The result of the study indicates that participants' average score in exercises during the processes of the learning management was 99.69 out of 120 full marks ($E_1 = 83.07$) while the average score of the students after using the learning management was 30.42 out of 36 full marks ($E_2 = 75.55$). Therefore, the effectiveness index of the learning management was 83.07/84.52 meeting the determining criterion of 80/80. It could be claimed that students who participate in learning management designed using the model of teaching practical skills with TikTok activities can improve their performances of Thai traditional dancing art both during and after class.

Furthermore, the study tries to determine whether or not the participants are satisfied with the learning management. The findings of the study are presented in the following section.

Table 4. Students' satisfaction with the learning management

No.	Statements	\bar{x}	S.D.
1	I enjoy learning practical skills of Thai traditional dancing art.	4.80	0.41
2	I prefer the learning atmosphere provided by the learning management.	4.86	0.43
3	I enjoy learning practical skills using TikTok.	4.57	0.78
4	The purposes of the instruction are clear.	4.74	0.56
5	I think that the class content matches students' skill levels.	4.66	0.59
6	Teachers' activities support both collaborative and individual learning.	4.66	0.59
7	Learning activities support creative learning.	4.66	0.64
8	I think that learning activities are preferable and interesting.	4.69	0.63
9	I am allowed to discuss learning issues with my teachers.	4.69	0.63
10	There is a variety of learning media.	4.51	0.78
11	I think that TikTok supports trendy and interesting teaching.	4.71	0.62
12	Teachers' learning activities support students' self-learning processes.	4.80	0.47
13	Teachers encouraged self-learning.	4.89	0.32
14	Teachers' advice makes students feel convenient in learning.	4.83	0.51
15	I learn happily.	4.34	0.87
	Overall	4.69	0.61

It can be seen that the participants' overall satisfaction with learning Thai traditional dancing art with the integration of TikTok was at a very high level ($\bar{x} = 4.69$, S.D. = 0.61). In brief, the participants were satisfied with learning management which allowed them to discuss learning issues with friends and teachers, learn Thai traditional dancing art with various learning media including the integration of TikTok, and encourage their self-learning processes. Moreover, it could also be seen that TikTok was perceived as a joyful, engaging, and interesting learning tool in practical skill classrooms. As a result, it could be claimed that participants were content with their experience learning Thai traditional dancing art with the integration of Tiktok.

5. Discussion

Regarding the results of the study, the following issues could be discussed.

5.1 The Benefit of the Social Media in Teaching Practical Skills

The finding indicates that the use of TikTok as an integrated learning tool with Davies's practical skill instruction model benefited grade 7 students' Thai traditional dancing art performances. The finding is consistent with the previous research (Albert, 2015; Berg, 2020;

Buck-Pavlick, 2021; Castro, 2012; Kico & Liarokapis, 2022; Zahid & Sallehuddin, 2020) which also found the benefits of using social media in teaching art-related subjects. It seems that social media's role as a medium in art presentation plays an important role in art studies that require presentation space. It could be claimed that the results of the current study extend the role of social network applications as the duet function of TikTok provides learning opportunities that lead to the success of learning management. Social media at this point contribute to skill development rather than opportunities to publish their works. Consequently, further research is needed to investigate how TikTok and other social media platforms may be applied in art-related classes to foster the development of other essential talents and material. The focus of further discussion could be on the benefit of social media features in the development of performing art skills. Moreover, qualitative approaches are also encouraged, as they allow for the examination of how learners advance through the learning activities.

5.2 The Practical Skills Instruction

It could not be denied that the processes of practical skill instruction were crucial in the development of participants' Thai traditional dancing art performances. In the learning process, students can learn from the demonstration of the whole performing art movements and their components. According to Davies (1971), encouraging learners to practice sub-sections of practical skills would allow them to allocate their attention to practice. They also gain benefits in the connection-making process. With the integration of TikTok, The procedure would be both efficient and engaging.

5.3 Participants' Satisfaction with the Learning Management

Moreover, we also found the participants' satisfaction with TikTok activities in the process of learning Thai traditional dancing art. This adds up the evidence to support the use of social media in teaching young learners. According to Blaschke (2014), millennial students prefer and have a high expectation of learning environments and approaches that use digital technology such as social media to succeed academically and professionally. Therefore, the application of social media would be appropriate for their learning nature.

6. Conclusion

The study's findings indicate that the integration of Davies' practical skill instruction approach and TikTok application helped develop the Thai traditional dancing art performances of Thai grade 7 students and it led to a satisfying learning experience for students. The study's findings may have educational implications, as dancing teachers may include TikTok and other social media applications in their classes to assist students in developing their performances. It should be noted that TikTok provides a function that could help learners observe the performing differences between theirs and teachers'. Moreover, it might be beneficial for other practical skills such as performing arts and music.

For the limitations of implementing the method in a dancing class, it should be noted that learners need to have appropriate learning material such as smartphones and internet connections. To bring about the full potential of the learning management both teachers and

students should be familiar with the use of social media in their daily life.

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